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# Transitional training: a teaching model for the urban black college student.

Joe Jackson

*University of Massachusetts Amherst*

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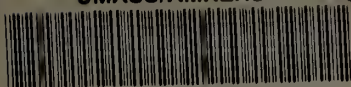
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TRANSITIONAL TRAINING: A TEACHING MODEL  
FOR THE URBAN BLACK COLLEGE STUDENT

A Dissertation Presented

by

JOE JACKSON

Submitted to the Graduate School of the  
University of Massachusetts in partial fulfillment  
of the requirements for the degree of

DOCTOR OF EDUCATION

September 1982

School of Education

TRANSITIONAL TRAINING: A TEACHING MODEL  
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Approved as to style and content by:

Sheryl Riechmann  
Sheryl Riechmann, Chairperson of Committee

Horace Boyer  
Horace Boyer, Member

Bailey Jackson  
Bailey Jackson, Member

\_\_\_\_\_  
Mario Fantini, Dean  
School of Education

JOE JACKSON

1982

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## DEDICATION

To my children - Chet, Lora and Caroline

Get wisdom and with all thy getting, get  
understanding.

Proverbs 4:7

## ACKNOWLEDGEMENTS

This study is the outcome of numerous forces, influences and concerns spanning years of experience and several generations of my family.

I would like to acknowledge my particular indebtedness to those people who have guided my research. My primary intellectual debt is to Dr. Sheryl Riechmann, Chairperson of my dissertation committee, without whom this project would not have been completed. Throughout every stage of this study, Dr. Riechmann's keen insight, sense of perspective and skill in dealing with technical problems were essential to me. Her incisive judgment was equalled only by her ability to organize the copious information into a meaningful picture. I will always appreciate the generous individual attention given me by Dr. Riechmann.

Special thanks to Dr. Bailey Jackson III for serving on my guidance comprehensive and dissertation committees. His provocative questions and recommendations forced me to sharpen my thinking and to broaden my approach to the literature and to counseling. Dr. Jackson was a patient critic who gave freely of his time and shared his scholarly skill.



Dr. Horace Boyer for serving on my dissertation committee. His generous cooperation, inquiry and encouragement will never be forgotten.

The assistance and unfailing encouragement of my support group sustained me throughout the study.

Rodger Witherspoon for bringing the initial application and inviting me to pursue the research.

Clem Pugh for giving me inspiration, insight and help in focusing the issues relating to my study.

Valarie Washington for her generous cooperation and encouragement.

Dr. S. Gabriel for her belief in me and undying spiritual support. This group of professionals was my extended family.

Many thanks to my students. I am grateful for their assistance and cooperation in this study. They provided an active and stimulating environment where training and learning was an inspiration rather than a necessary chore.

Ayikailey Adamafio Jackson who entered my life after I began the research, but has been a constant reinforcing supporter of my work.

In conclusion, I wish to acknowledge several generations of my family who helped me to be aware of the importance of being a fully functioning individual in society; the common theme of this study.



## ABSTRACT

### Transitional Training: A Teaching Model for Urban Black College Students

(September 1982)

Joe Jackson, B.S., North Carolina A & T State University,  
M.S.W., Adelphi University, Ed.D., University of Massachusetts

Directed by: Dr. Sheryl Riechmann

This study involved the design and evaluation of a training program to meet the bi-socialization needs of Urban Black College Students as they enter white colleges. In each session, students practiced alternatives for changing behavior, increasing personal adjustment, and enhancing skills related to college success.

Study had two groups: experimental group received training, control group received regular counseling services.

Hypothesis looked at whether training increased student's satisfaction with school, satisfaction with verbal communication, and relations with peers, teachers, and administrators. Positive changes in self-actualization as a result of training were predicted.

Three instruments were used to collect the data; the Personality Orientation Inventory (POI), the Satisfaction with School Index (SSI), and a structured interview. Both groups completed all measures.

Results of the statistical analysis were not significant ( $p < .05$ ). There were, however, trends in the predicted direction and supportive student comments in the final interview.

Changes in training design are suggested. Furthermore, the need is highlighted for college administrators and teachers to provide the resources necessary for UBCS to overcome institutional barriers and be open to understanding the difference in socialization which the Black students bring in order to help them make the necessary changes to survive and experience their full potential as college students.

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## CHAPTER I

### OVERVIEW

As evidenced by the major problems in our urban college communities, we are undergoing significant changes in every aspect: economic, minority enrollment, communication, motivation, achievement, peer relationship, personal adjustment and learning strategies. Counselors and therapists are concerned about the emotional stress brought on by these factors. Academic and personal adjustment of the Black student to college life is of particular concern since Blacks have been differentially socialized and the coping and adapting mechanism employed essentially to their survival in urban ghettos are often ineffective when transferred to urban academic environments. Black students frequently suffer from a feeling of powerlessness. Their academic skills are often lower than that of their white counterparts. They suffer from a lack of appropriate achievement and are finally penalized for not meeting the challenge of white society. These situational factors are not incidental to the notion of socialization, but are the ingredients that have gone into creating it. The experiences of Blacks in general and on college campuses specifically have influenced their perception of what they will be able to achieve. Black college students on urban campuses remain a minority with suppressed potentials.



Clausen (1968) describes college socialization as a process that results from a continuing interaction between the student and those who seek to influence him, peers, teachers and administrators. It is a continuous process through life and for Black students to survive, they must be equipped with alternate strategies for their newly acquired roles in the urban academic environment. The present research goes beyond analyzing the content of socialization in general, to more specific aspects of techniques leading to the effective functioning of Black students on urban campuses. A program is developed and tested in this study to meet these needs.

The remaining parts of this chapter present a statement of the problem, definition of terms used in this study of a program for positive socialization of Black students to urban college, limitation of the study, rationale and hypothesis, as well as the significances of the study.



## STATEMENT OF THE PROBLEM

The lack of socialization of Urban Black College Students (UBCS) to the academic processes and activities in colleges and universities is of continuing concern to counselors and educators. Reasons for this are numerous. They know that the social, cultural, and educational socialization of the UBCS is not common to the experience of the Urban White College Student (UWCS); they know that the interpersonal relationships between student-student, student-faculty often serve to counteract the influence of their own socialization; they know that the interaction between school (faculty, administration) and student elements is based on expectations and stereotypical influences about racial and cultural differences; and they know that UBCS are often frustrated about interaction with faculty in terms of expressing ideas (communication) in ways expected by faculty and the academic community.

In a recent report prepared for the State by City University of New York SEEK (Search for Educational Elevation and Knowledge) administrators (1975), the following observation was made about minority student need:

"Above all, the disadvantaged student needs to be given information about the system - how it operates and how he can reap its benefits. Unlike the middle class student, who learns about the system almost unconsciously from his parents and peers, the disadvantaged minority group student acquires his information at another level, a survival level, in the streets in poor neighborhoods. What he learns by this means, neither equips nor motivates him to cope with the demands of the college community."

employment to offset the expense at home or "carry their weight." In their upward movement, they are denied full participation as students. To aggravate the problem, many UBCS enter college against the wishes of family and friends. Generally, the environment from which they come provides rewards for behavior that ultimately proves disastrous to growth and development (e.g., petty crime, beating the system and drugs). External support systems (e.g., family and community) are only marginally, if at all, able to assist the student to climb the academic ladder.

The 'situational barriers' translate themselves into many interpersonal and academic problems for the UBCS. Concrete examples of the results of these are the following:

- inability to take adequate notes
- inability to express ideas in the classroom in a way expressed or expected by faculty
- alienation or inability to feel a part of the academic community with freedom of expression and movement
- inability to realistically conceptualize the future
- inability to positively use capacities and potential
- inability to deal with a combination of familial, interpersonal pressure when compounded by academia
- lack of knowledge of academic pressures, e.g., teacher expectations, writing papers
- inexperience in being assertive with a White authoritative figure (teacher)
- inexperience in building relationships with White peers.

Institutional barriers refer to external forces affecting the student - in this case, racism. As one begins to explore the stereotypical images of UBCS, one recognizes some inherent contraindications of

Further, it was stated that, as the situation is now on most campuses, this learning process must take place while the student is involved in the classroom learning process. This compounds the UBCS problems and requires special focus.

Unlike most UWCS, the UBCS bring to the academic environment, a total range of problems that is a result of their experience as well as inexperience. These problems present barriers. Ekstrom (1978) identifies three divisions of barriers to post-secondary education as situational, institutional, and dispositional.

Situational barriers include elements of money, family attitudes, and distance from college, both psychological and physical. Traditionally, Blacks' profound alienation from White America has manifested in the form of racist, dehumanizing conditions. Blacks have been barred from public facilities, housing, educational, political and social institutions. In the North, Black children, too, attended separate and inferior schools. There was a constant reminder of the skin color and subordination. Thus, with the lack of exposure to White institutions, Blacks became an isolated, oppressed people stereotypically identified: as poorly educated, as inappropriate role models for upcoming generations and, by aggressive or militant attitudes and behavior. UBCS and particularly the males are beset by great monetary needs. The lack of financial resources is a major problem. Inadequate finances may well be the reason why most UBCS must maintain full or part-time

imagery. One of the great misconceptions is that long years of deprivation have made UBCS passively ineffectual and, in some cases, have rendered them incompetent. Many of these students have been handicapped by circumstances beyond their control, they encounter concerns within the microcosm of the university (lack of support, negative stereotypes, and blaming the victim), that they confront in larger society. The myth of equal access to higher education is yet another barrier that the students experience in their struggle for survival. Unfair grading and testing system places UBCS at a disadvantage by using experiences from other cultures as a barometer of intelligence (Sumada, 1975), and therefore reinforces the deficit theory in explaining why the student is turned off from school or unable to relate to teachers (Massey, Scott and Dornbush 1975; Persell, 1981). Traditional grading and testing systems fail to assess and recognize a wide variety of talents, skills and mental attributes of UBCS. Nonetheless, current testing systems continue to play a major role in determining opportunities, growth and potential for scores of Black college students (Sumada, 1975). Being Black on an urban college campus often means inheriting the stigma of inequality of treatment in virtually every aspect of college life that makes a difference, with additional consequences of under-education, lower teacher expectation, diminishing self-esteem, and increased rate of dropouts (Brown and Stent, 1975).



These encounters add to a state of depression or anxiety because of the students' awareness of the system and of their inability to speak up for their rights in an effective manner. In an effort to achieve academic goals within the traditional white university, Blacks have often found it necessary to subjugate themselves to various forms to covert racism. This, perhaps, provides another dimension to the students' adjustment period which is usually longer than that of their white counterparts. Education ideally should reinforce the concept of self, enabling each person to feel (s)he is a worthy individual. However, the experience of education for UBCS does not reach or approximate this ideal (Bouden, 1978), instead the attainment of these goals often becomes diffused as a result of external forces - racism.

Dispositional barriers are the result of social forces and include the students' attitude, motivation, and personality. In the Black milieu, Black behavior almost invariably takes its shape within a Black ghetto. Education has always figured prominently in the growth and development of Black communities and is viewed as part of every generation's aim to improve the quality of life for the next. This is the moving force which is experienced by UBCS. Moreover, it is their belief that an inadequate education foredooms the future of their community (Hill, 1972). Several researchers (Schaube, Parker, Proberts and Altmaier, 1979), observed that many UBCS experience trauma as Black individuals in a traditionally white academic environment. Their

reading, writing, and mathematical skills are often below college levels and yet, because of cultural values, they maintain a high level of aspiration. The reality of their social status often serves to exacerbate the differences between other groups on campus. Many Blacks do not have clearly defined college experiences. Frequently, as first generation collegians, and due to limited exposure, they have not undergone adequate planning to prepare for the complexities of college life. This lack of preparation has a major impact on the students' personality and is manifested in many ways. It appears that in order for the UBCS to achieve his/her educational objectives, some additional skill in dealing with one's confidence, assertiveness and communication is required. These definitions of Ekstrom's, while not intended especially for UPCS, capture the essence of the problems, therefore, barriers that confront the UBCS.

This typifies UBCS legacy. Blacks have appeared on urban campuses in increasing numbers following demands made during the early sixties for an equal share of the American pie. They come to the academic community with little or no personal frame of reference to the institution. Their education has been separate, inferior, with little preparedness for college life. Their high school averages are often lower than their white counterparts. Role models have been virtually absent. What has been created is a sustaining and reinforcing of differences by providing little or no contact with the white

community and higher education. Thus, a distrust of white institutions becomes magnified and feelings and expressions remain suppressed and/or aggressively expressed.

Language as a dispositional barrier has played a predominant role in the interaction between Blacks and whites and in the establishing of interpersonal relationships between the two groups. It is a common observation that Black and white students do not communicate alike. Considered bi-dialectical, the UBCS often experience frustration when interacting and communicating with UWCS and faculty elements in an open and honest manner. To illustrate, Cheek (1976), revealed that UBCS have learned to be hesitant about disclosing themselves to their white counterparts. They understand that their verbal and non-verbal patterns, word usage, facial expressions, body gestures, are frequently misunderstood. In the process, UBCS become either passive or withdrawn from the academic environment as a means of self defense or find outlets for frustrations by acting aggressively or assertively. Given the lower status and greater deprivation of Black students, this is not difficult to understand. Black students in white colleges are often in a frustrating position (Wright, 1978). A problem for many UBCS is that they are adversely affected by emotional stress brought on by Urban White College life. The level of insensitivity and /or outright prejudice, which they experience, results in a different set of social pressures regarding achievement. This experience of no support allows for an easier choice of withdrawal or failure in college, when a



student is confronted with problems or a crisis situation.

The UBCS, as a result of numerous changes, physical, financial and emotional, are in frequent need of a support system that would help them gain more control over their behavior and in the process increase their personal effectiveness and interpersonal productivity. UBCS are in need of services which will help them be more effective in the Urban White college environment. Until schools are better able to adjust to the unique needs of Blacks, Blacks will need to learn new skills to be effective.

The purpose of this study is, thus threefold: 1) to identify critical needs of UBCS as they enter Urban White institutions; 2) to design and implement a training seminar that will facilitate the effective transition of the freshman UBCS to the academic community and; 3) to evaluate the effectiveness of the training and the needs of the UBCS not met by the training.

#### DEFINITION OF TERMS

UBCS - Urban Black College Student. In this study, a particular group of students will participate. These are freshmen enrolled in SEEK (Search for Education, Elevation and Knowledge) Program. They are characterized by previous low achievement, low socioeconomic status (gross family income can be no higher than

\$6,052 for students to be eligible for the SEEK Program) and having acquired a high school diploma or equivalent.

Socialization - In this study, socialization refers to the UBCS adjustment or adaptation to the academic community in terms of already established group and social behavior. The term refers to the degree that the UBCS participates effectively in school activities and processes.

Bi-Socialization - The ability to utilize existing and/or newly acquired socio-academic skills to enhance a more effective functioning in predominantly white urban college settings.

Transitional Training - A training designed to surface and supplement existing positive socio-academic skills and develop alternative strategies for UBCS who have been differentially socialized and have thus been rendered ineffective in the college milieu, to function more effectively as college students.

Communication - This concept refers to the manner in which one is able in their social interactions in the academic environment to transmit and respond to knowledge, ideas and feelings through language, verbal and non-verbal.

Behavior - All verbal, non-verbal actions and mannerisms which are reflected by Blacks and whites in their interpersonal relationships as college students.

### LIMITATION OF STUDY

This study is an investigation of the bi-socialization needs of UBCS and the evaluation of a training seminar designed to facilitate the effective transition of freshmen UBCS to the college community.

It is limited to urban post secondary college experiences and only deals with socialization of Blacks to these college norms, behavior and language.

It does not include direct socialization of white to Black culture and behavior. Nor does the study deal with early socialization in the family or other social organizations prior to entering college.

The study does not directly address institutional needs and responsibilities for meeting the socialization needs of UBCS. This is an area needing further study, but goes beyond the scope of this program aimed directly for UBCS.

### RATIONALE AND HYPOTHESIS

The hope that equal access to higher education would ultimately improve the quality of life, has created a myriad of frustrating experiences for the UBCS. Blacks need to be helped to develop their capabilities as fully as possible, in order to experience the benefits from an environment in which learning takes place. While enrollment

of Black students on urban campuses has accelerated, the lack of sensitivity to their special needs remains an issue. Responses to the ever-changing needs of UBCS are reflective to those responses of the larger society. Progress in these areas has been agonizingly slow and yet the Black student is penalized for not meeting the challenge of white society.

The rationale for a short-term model of enhancing the bi-socialization process is drawn from a set of assumptions which overrides the design of this study.

1. Behavior and attitudes can be understood by looking at the environment and appropriateness of such behaviors in the life situation of the participants.
2. Behavior is learned and can be unlearned or modified.
3. The emphasis is on overt behavior change, learning new social systems and about new and old values at deeper levels of intensity.

The sub-assumptions to the basic assumptions are:

- a. Virtually, all UBCS, regardless of intelligence or initial level of competence, demonstrate a level of functioning that falls short of what they are potentially capable, and that appropriate training and counseling could bring about a substantial increase in the extent to which UBCS utilize their potential for balancing social

power in urban academic communities and achieving personal success.

b. The skills involved in the training program need to be general, that is, they cut across social boundaries. Certain characteristics are necessary for all people to function productively in the academic community. Much of the training deals with self perception, communication and assertiveness, and the use of various strategies when one is stuck on a complex problem.

c. The enabling process of Transitional Training could be accomplished without making major changes in the basic cognitive capacities of UBCS. Instead our instructional and counseling efforts would seek to develop, strengthen, and integrate skills and attitudes which the student already possessed in some measure, rather than attempting to develop entirely new and basically different cognitive capacities.

d. The behavior of the UBCS must be considered in the context of the college environment and according to the degree of socialization to situations contained therein. The student must be helped to realize what is expected of him (both behavior and in value), must be able to meet role requirements, and must desire to practice the behavior and pursue the approximate end. Fundamentally, it can be said that the goals of bi-socialization are to give the student knowledge of his existing skills, ability to utilize newly acquired skills, develop alternative strategies and motivation to make a choice in implementing behavior to seek the necessary ends.



In short, the belief is that training can be provided which will help students to feel better about themselves and school, and to be more effective in their interactions with teachers and peers, yet not take them away from their cultural values.

The training will be considered to have met its goals if the student will report an increase in 1) self actualization (as measured by the Personality Orientation Inventory, 2) satisfaction with school, and 3) effectiveness in interactions (verbal and written) with teachers and peers. The latter two will be measured by a specially designed self report questionnaire. Student self-report will be measured in all cases as opposed to assessment by outside observers such as peers or teachers.

Hypothesis. In order to evaluate the effects of the "Transitional Training" program, a hypothesis was developed to test the effectiveness of the process of socialization of UBCS.

The general premise is that, as a result of the training, the student will experience clarity in the role prescriptions and an increased ability to communicate both verbally and non-verbally in interpersonal relationships. To test this general premise, the following hypotheses were developed:

1. Students who receive the training will score higher self-

actualization than participants of the control group as measured by the POI.

2. Students who receive the training will score higher on effectiveness of communication as measured by scale Wiemo (Wo) of the SSI.
3. Students who receive the training will score higher on socialization into the college environment as indicated by a significant increase in self-report of confidence in being a student as measured by scale (Hemokeyeli (Hi) of the SSI.

#### SIGNIFICANCE OF THE STUDY

Because of the relatively recent thrust in the literature by young Black social scientists, decades of literature do not exist supporting these ideas of bi-socialization for UBCS. This is a pioneering study with a desire to offer different interpretations of old facts, especially those which deal with liberation needs of UBCS from oppression. The study also generates a new approach to facilitative relationships and to Black students' entry to the urban white academic community.

The issues of cross-cultural relationships for UBCS is studied here to observe their influences on the training and adaptive process



of the student. Transitional Training establishes strategies for change to be used to ensure the positive development of bi-socialization skills when the student is involved in the classroom learning experience. The training seeks to help provide and strengthen the student's right to choose. Consequently, the significance will be of social and technical nature.

Major in the findings of this study is that it should help to reduce the initial time element required for UBCS adaptive process to college life and increase the span of counseling influence, that is newly learned behavior actually becomes part of the student's repertoire to be used elsewhere. It will have special significance to practitioners who share the responsibilities of facilitating innovative approaches to enhancing greater quality of social and academic behavior of UBCS and other minorities. It is anticipated that this study will contribute to this frontier and help create the literature.

## CHAPTER II

### REVIEW OF THE LITERATURE

Kerber and Kennedy (1973) state that socialization is the whole process by which an individual born with a wide range of potentialities, is influenced to develop actual behavior which is confined within a much narrower range of what is customary and acceptable for him according to the standards of his group. A review of the literature (Kerchoff 1972, Cheek 1975, Smith and Orlansky 1975) has shown variations in the socialization process and terse statements of human behavior that can be attributed to difference in group, e.g., racial and ethnic origin. Conceptually, these variations have two distinct aspects of change: the interpersonal influence of institutions or organizations; and individual or group responses to institutional influences. Both shape the readiness of UBCS for college. More specifically, the aim of this study is to examine these variations in terms of the characteristics (e.g., bi-dialectical) of the UBCS. The study will explore the subsequent response of UBCS to the college and the increase in effectiveness of the UBCS response to Urban White College as a result of a training intervention.

This study will explore the extent to which a training course will create more effective patterns of socialization for UBCS through the acquisition of knowledge and skills shown to be important in the literature on college life. It will also explore the extent of UBCS

adaptation to the demands of this situation.

The literature reported here focuses on several pertinent areas that are related to the study. The areas discussed are: the concept of socialization, socialization and the Black experience, the interaction of the individual and the institution, implication of socialization for the UBCS and the means of socialization.

#### SOCIALIZATION: THE CONCEPT

Several theoreticians made extensive contributions to the conceptual analysis of the socialization process. To begin with, George Mead (1964), the father of socialization, felt that "language is a biologically given potential of man and that this potential could only be developed through social interaction (p. 199)." Mead felt that before the development of language, non-verbal communication must take place. He postulated that such communication is based on gestures and other symbolic interactions experienced by the individual during early childhood development. Social class differences in communication patterns, differences in expectations and performances, differences in interpreting word-behavior sequence and differences in the student-teacher relationships all influence initial communication problems experienced by UBCS. Brim and Wheeler (1966), Clausen (1968) and Tinto (1975) focused on language but stressed the socialization of individuals into social roles. While not specifically directed to UBCS, the concept can be

applied to those who have been conditioned not to "rock the boat" or the acquisitions of other specific habits and attitudes which enable a person to perform satisfactorily in roles expected of him in society. Each of these theoreticians view the socialization process in terms of social interaction of the individual and the role prescription of the individual.

The prescribed role that the individual acquires in a college or university is that of a student or more explicitly, is that of a learner. In the stance of the UBCS, the role of the student, as defined by the institution, must be learned or synthesized in order to learn the role which is chosen as a life's career.

Socialization is a continuous process throughout one's life, yet most research recorded by social scientists have concentrated on socialization during the childhood years - birth through 18 years old. A more relevant perspective, from the standpoint of UBCS, is posulated by Rrim and Wheeler (1966), who have extended research on socialization beyond the childhood years, and have defined "adult socialization" to include all individual learning from nineteen (19) years of age. This learning behavior can be "partial" or "temporary." As individuals mature, they experience different demands and various sequences in the life cycle. Some of these demands require specific behavior changes for newly significant persons such as professors, administrators, persons of different ethnic and racial groups. Clearly, socialization

acquired by many UBCS during early childhood does not always provide a continuity of experiences for stability and success in later sequences (i.e., the college environment).

In this study, the concern is that the UBCS develop a workable definition of the setting and/or situation(s) to guide his/her behavior within the academic environment. This quite often means the training and preparation for the performance of specific tasks, whether it is class registration or communicating feelings and ideas to instructors. Such training and performance may be partial and potentially temporary. The broader aspect of the training would prepare the UBCS to occupy a more generalized status in life based on the socializing effects of college life. More specifically, the student is helped to focus on overt behavior, acquire new material and to synthesize traditional patterns of behavior so that he is sufficiently gratified in his new role in the academic environment.

Brim and Wheeler (1966), offers a detailed explanation of four aspects of socialization. One aspect of the concept of socialization includes "the process by which individuals acquire the knowledge, skills, dispositions that enable them to participate as more or less effective members of groups and society (Brim, 1966, p. 3). Another aspect is concerned with how the individual is prepared to meet the requirements set forth by other members in society for his behavior in varying situations (Brim, 1966). A third aspect is concerned with "the characteristics or attributes of the institutions and how they produce social-



ization experiences and outcomes for individuals who pass through them (Wheeler, 1966, p. 53). Examples of the three primary socialization agencies are the family, school and peer groups. Finally, the fourth aspect is concerned with how the organizations are able to meet the requirements of people who move through them (Wheeler, 1966). Schools and universities are examples of what is called development systems, where the formal purpose is training and education of the individuals passing through (Wheeler, 1966).

These definitions by Brim and Wheeler provide a conceptual view of the interaction that must occur between the individual and the various systems. It is the presumption of society and its institutions that individuals, regardless of racial, cultural or ethnic background (the end result of socialization) must be prepared to function as fully productive members in society and its major institutions (e.g., school and education). The weight of this realization must fall heavily upon individuals such as the UBCS, who are a product of deprivation, poverty, and ineffective education. Their socialization does not lead to or fit the expectation and practices of colleges. The UBCS must have the perception that is necessary to know how to learn and manipulate the university systems in terms of the institutions expectations and they must be motivated to do so. The UBCS must perceive the knowledge he/she brings to the institution and how that institution formally and informally is prepared to acknowledge and accept what he/she has to offer.

Each, the UBCS and the institution, must be prepared to meet the needs of the other.

Brim (1966) has proposed that variables such as role, communication, self-perception, produce different socialization outcomes between groups at the individual level and do so through one of the three intervening processes: the individual's knowledge, his/her ability to deliver required performance, and the motivation to do so. On the other hand, if socializing institutions, such as colleges, have an effect on socialization outcomes, (e.g., success and failure of students), then the effect must be mediated through another set of intervening processes. They include: a) the organization capacity to provide clear and unambiguous norms for performance; b) its capacity to provide opportunities for learning and practicing the required performance, and c) its capacity to selectively reward the behavior of the individual (Wheeler, 1966). A problem for many Black students is not that they have an inability to perform, but rather they are symbolically and experientially deprived from performing. Because of this, they are unsuccessful in their socio-academic experiences. "Role acquisition is probably the most important aspect of adult socialization," (Brim, p. 5), and the study seeks to provide an effective conduit to this process.



### SOCIALIZATION AND THE BLACK EXPERIENCE

Clausen (1968) states that "socialization may be viewed from the perspective of the individual or from that of a collectivity, be it the larger society or a constituent group having a distinct subculture" (p. 4). Blacks are unmistakably by virtue of color, a collectivity. To illustrate, Cheek (1976), focusing on human behavior and external events, asserts that Blacks have been isolated from the white world through discrimination and left to build their own racially, culturally, socially and psychologically. Black children have attended inferior and separate schools. This separation has been pervasive and includes the total range of Black experiences. Black reference is other blacks. They have only artificially been exposed to whites and their norms, values, behavior and language. Isolated Blacks developed culturally, the language and mannerisms of their original African heritage.

Kerckhoff (1972) suggests that group membership is associated with position on the stratification systems; more Blacks are concentrated in the lower levels than are whites. Blacks earn less and have low prestige jobs (U.S. Census, 1970). Such differences, racial, economic, and social, account for differences in the socialization process and outcomes. These components represent the experience of most Blacks as they enter the white college environment.

Clausen (1968) further states conceptually that, "no man is ever fully aware of more than a small segment of the total culture of his society" (p. 10). Again, this is applicable to Blacks. A person whose behavior reflects a lack of opportunity to learn the norms of a particular society, though competent in his own milieu, may be considered unsocialized. Similarly, Blacks, when placed in positions or an environment where role prescriptions are not clear and communication is difficult, or different from what they learned growing up, may be considered incompetent, hostile and unmotivated. Knowledge of the new academic environment and the ability to interact in interpersonal relationships according to the norms and expectations of that environment (e.g., with students and faculty), will enhance socialization and success in the system. Therefore, in this study of college settings, knowledge and an awareness of the UBCS communication skills (language) and the role prescriptions (norms, values) of the white college must be greater for the UBCS to be more successful.

George Mead (1964) placed great emphasis on the importance of language. He felt that "language is a biologically given potential of man and that this potential could only be developed through social interaction" (p. 199). According to Mead, language is a collection of symbols having mutually understandable meanings to its speakers. The symbols constituting language are units on which people think. Without them, people would only feel. Mead's definition of language represents

the basis of the inability of many Blacks and whites who have different modes of speech to communicate with one another. These two groups use different styles of speech in which the same or similar terms may represent entirely different meanings (Cheek 1972).

Cheek (1972) supports Mead's view that words alone are not what makes the communication of the language. The gestures, inflections and nuances of people are necessary in order for what is being said to be complete. Black language gets felt out - it is spoken with vigor and energy. White language is more subdued physically and it is spoken with less vigor with a more monotone sound. These contrasting styles of Black and white communication point to the lack of interaction and difficulty in communicating. The difference in language, therefore communication, reflects the hard reality of survival, Black survival in a dominant white society where the Black form of communication is not acknowledged or seen positively.

Mead (1964) suggests that the potential for communication can only be developed through social interaction. For the moment, consider the organizational environment of college, the UBCS entering with practically no real orientation, direction or support, and with language and style that is likely to be misunderstood by white students and faculty. To be successful, the student must become bi-dialectical and be aware of his mode of expression in his newly acquired role. Here we recognize Mead's postulation that language and its symbols make possible ideas

and communication of ideas and that potential can only be developed through interaction. This is essential to the community in which the Black student exists (college) as well as where he must live. Given the lower status of being Black in the urban college environment often means the inheritance of unfair stigma in virtually all aspects of college life. Moreover, intelligence is frequently based quite heavily on language and communication factors. While language and its symbols make possible ideas and communication of ideas, the difference in communication systems favor white students in terms of ascertaining ability, (i.e., test). This factor results in mis-classification, mis-labeling and termination of UBCS. The problems of differential communication have additional consequences for Blacks of under-education, lower teacher expectation, diminished self-esteem and increased rate of dropouts.

#### ROLE BEHAVIOR

While acquisition of roles is not the entire content of socialization (also includes beliefs, attitudes), role learning (becoming a student, consistent with the values and norms of the institution) and acquisition may be the most important aspects of adult socialization (Brim, 1966).

Brim (1966, p. 13) describes three major kinds of interpersonal relationships in the process of role acquisition - 1) the they-me relationships, 2) the I-them relationships and 3) the I-me



relationships. In the "they-me" relationship, the person is the object of someone else's expectations, actions. The individual has not gained the perception or understanding of self and feels that she/he must act according to others' expectations. An example of this as it pertains to the UBCS is "the instructor doesn't approve of my speech," or "what does she want me to do?" Here the student sees the need to adopt a new way of behavior which will be sanctioned by the person in power - the teacher.

The second relationship, that is, the "I-them" is the object of some other person. Again the individual lacks the perception of self (i.e., college student role) and may be unable to communicate true feelings. Experientially the UBCS response might be "I am okay," "The teacher is fair - the school isn't fair; I want better treatment." Here the response sounds better, however, the individual is still acting from the point of view of some other significant person(s).

Finally, the "I-me" relationship develops experientially from the first two components. This viewpoint becomes disassociated from any specific person because of many learning trials as in the "they-me," "I-them" relationships. This is the overall generalized other - the more universal other. The perception of self in relation to others through interchanges with an expectation of other specific person is less significant though learning always continues. The demands of others may be viewed as superficial when in conflict with the true self. The

individual may or may not choose to act. In the "I-me" relationship, the UBCS would recognize that "I am content with myself." "I am not upset." "I do not think the assignment is fair and won't do it, instead I will negotiate to do it my way." He/she pursues superior performance and is his/her own appraiser.

In each instance of socialization, a key element is a role prescription or expectation that someone else has for the person in question, which involves change in, or addition to that person's beliefs, attitudes, behavior, motives, or values with reference to some social situation (Brim, 1966).

#### THE INTERACTION OF THE INDIVIDUAL AND THE INSTITUTION

Parsons and Platt (1973, p. 168) in their structural functional analysis of American Universities discuss two aspects of socialization for the undergraduate student. The first aspect, "the morale of authority of institutions refers to the normative order of the college or university as a potent agent of socialization." Normative order represents what constitutes appropriate behavior as set forth by the particular institution. The second aspect refers to the interpersonal relationships among various members in the academic settings. These interpersonal relationships contribute to the individual's integration within the college. The interpersonal relationships are student-to-student, student-to-faculty which assist in reinforcing a new stage of sociali-



zation in the life of the student.

The two theorists conclude that "in the college condition, undifferentiatedness and de-differentiation are created in "studentry" stage by breaks with family and community ties. For the low income minority students, this can be severe, as they experience "a culture conflict in the classroom because the school's norms, prescribed behaviors, language and knowledge are often different from those which the individual must have to function effectively within his home and community. The role prescription is different from his common experience (Smith and Orlonsky, 1975).

However, Parsons and Platt, (1973) state that the function of early and college socialization is to increase differentiation and to reduce isolation thereby, producing restructuring of commitments and wider network of communication. The UBCS must learn the role of the student and a means of communicating according to academic norms. They must learn the system - how it operates and how they can benefit through the system. The UBCS can be included in "training to help increase their knowledge and skills in understanding their rights and position and acting upon them without fear and/or hostility," (Cheek, 1976).

SOCIALIZATION: IMPLICATIONS FOR UBCS IN URBAN WHITE COLLEGES

Smith and Orlonsky (1975) point out that "the culture of some minorities differ markedly from that of the Teutonic (dominant white) population: the language, norms, values, and experiences are not the same as the Teutonic group. Specifically, the culture of the Afro-Americans, Hispanic Americans, and other minorities differ from the dominant culture. Cheek (1976) explains this difference in specific terms. He refers to impoverished training, along with formal education, ghetto living, disenfranchisement - along with routine discrimination and the constant exposure to white symbols. He points to differences in patterns of communication, both verbal and non-verbal.

Cheek (1975, p. 38) notes ten (10) characteristics of a Black person that will be different from that possessed by a white person. Every Black person possesses two or more of these characteristics. They are the following:

- "1. Bi-dialectical, which means a knowledge of standard English as well as familiarity with or emphasis upon Black language or non-standard English;
2. Cultural paranoia, a general distrust of whites until proven otherwise;
3. A pre-occupation with race and its importance;
4. A seething aggression and pent-up anger and rage;
5. A lack of loyalty to white institutions or organizations;

6. Conflict in whether to talk "white or Black,"
7. An alertness to preferential treatment given to whites;
8. An ability to "fake it" with white people and not reveal self;
9. A sensitivity to non-verbal cues such as body posturing, manner or walk, use of eyes, sucking of teeth and facial expressions;
10. A suspiciousness and unconvinced attitude concerning patriotism, authority, the value of law and hard work."

Rosenmeier (1973, p. 9), in a study of low income inner-city minority women, confirmed the pervasiveness of Cheek's characteristics among college minorities. In a summary of her findings of minority women's experience in the college entrance process, she states:

"The first semester, that first year usually proved a hard one. If the classroom is overcrowded, if the language of the instructor is unfamiliar, if the opportunities for real questions are limited, if the instructor is unaccessible, she will find it hard to make of this opportunity anything like opportunity. Students have given in, rather, to a personal sense of failure, a sense that they do not belong, that they will never learn how to say academically meaningful things.... The first semester has worked like a revolving door." "Students could not compute what they knew to be knowledge. They were eager to know, but the forms that knowledge takes often baffles them."

Rosenmeier (1973) concludes that knowledge and learning are differently defined, structured, and verbalized in the academic setting. The students have lived and learned a great deal but the learning process takes a different form. Language must be expressed a certain way according to white culture. Ideas must be verbalized according to the standards already established by academia.

Cummings (1973) supports Rosenmeier's findings and states that the academic difficulties of Black students are brought about by exposure to variations (breakdown) in the socialization process. Many Black students do not have clearly defined college expectations, are deficit in adequate preparation and planning for their new experiences. They may also be hindered by parental indifference to, ignorance about or fear of a college education (Henderson, 1967).

Urban minority low-income students have been damaged by twelve (12) years of miseducation to their cultural self-image, educational expectations and intellectual self confidence. Historically, they have also, had negative experiences in school and feel defeated. Their reaction is commonly one of fear and avoidance and indifference to its challenge (CCNY SEEK Report, p. 17, 1975).

"The success or failure to Urban college low income minority students depends upon their ability to control language....as it is spoken," according to the CUNY report. This includes developing a "command of ideas; discovery of voice; and a clear articulation of ideas." All are important steps in expressing ideas in ways expected by (norms) the faculty and academic community and in forming positive relationships among this same community.

In addition, the UBCS must become aware of themselves (attitudes, actions, mannerisms - verbal and non-verbal) in their present role and

environment and the influences of these on social interaction, thus interpersonal relationships.

This learning process about new communication styles, about taking on new roles and for creating a positive self-image in the context of school which has previously been a negative experience, must take place while the student is involved in another process in the classroom. This process - socialization - requires special focus and concern.

#### MEANS OF SOCIALIZATION AND THEIR RELATIONSHIP TO THE CURRENT STUDY

The concept of socialization embraces equally the efforts of society's formally designated socialization agents (parents, teachers, elders, preachers) to transmit and secure adherence to existing norms of a given context, community and/or ethnic group and the mutual efforts of participants in all sorts of relationships (peer groups , school groups) to establish stable expectations ( Clausen, 1968). Clausen further states that socialization efforts beyond the early period of child training increasingly are directed towards preparing the individual for change or including change in his outlook, ways of handling himself, activities and value orientations.

Brim and Wheeler (1966) discuss changes in the content of socialization. The two theorists propose that individuals learn different things at different stages and in different major institutions. Such



differences tend to relate to types as opposed to substance in content of socialization. It is, therefore, concluded that types of content vary according to the stage in one's life, e.g., age, biological characteristics such as sex, race, and learning process according to norms and expectations of society, institutions, and groups. Six probable changes in the different aspects of socialization are described.

The most important change is the shift in content from a concern with values and motives to a concern with overt behavior. Here the authors (Brim and Wheeler, 1966) list three things a person requires before he/she can perform satisfactorily in a role: 1) Knowledge of what is expected (in behavior and values), 2) Ability to meet the requirements and 3) Motivation (desire) to practice the behavior and seek the necessary ends.

In this instance, it is often assumed by major social institutions that all individuals are socialized during childhood years to meet the expectations of these institutions and thus, have the knowledge as an adult of the values to be pursued in different roles. As illustrated by the UBCS - this is not the case. The UBCS, living in a predominantly Black world, has little or no knowledge of large white institutions. The UBCS only sees that behaviors are different from his/her own, but does not understand the value or necessity of such actions. An example is the protocol in classrooms, the procedure, and manner in which language is spoken to correlate experiences to theory. He may find it

difficult to do this, and experience frustrations and an overall inability to meet school requirements. Frustrations may also reduce the motivation to seek or purpose the end that is desired.

Recognition of this type of change in content has resulted in the creation of training programs in many institutions, such as colleges and universities. Fundamentally, training is often directed towards teaching the trainee what to do (task), upgrading ability and motivation. If conflict occurs, therapeutic counseling is provided to solve problems (Brim and Wheeler, 1966).

This approach suggests certain negative notions which Black students find difficult to accept, that the student is perhaps undergoing some emotional trauma and is therefore in need of psychological counseling (counseling is something you use when something is wrong with you). Moreover, this is seen as a basic attack on their sense, personal and group adequacy. Role learning is an essential difference found in this study. The emphasis is on acquisition of attitude and motives which enables a student to perform effectively in the roles expected of him in the academic community.

The concern is that society assumes that adults should know the basic values. Institutions have two major solutions to this (a) screening out those who do not have the appropriate motives and values (Brim and Wheeler, 1966). In this study, the population of SEEK students

(UBCS) are randomly selected for admission into school from a group generally demonstrating low grades, low test scores, low reading and math scores. The UBCS is thus not sorted out in the same manner as the overall general population (UWCS). His presence on college campuses implies a remedial approach to learning. The second solution (b) is where the institution may accept conforming behavior alone - omitting concern about values (Brim and Wheeler, 1966). The student is not fully aware of what is expected of him in his new role. This is more descriptive of the UBCS. However, when overt behaviors cannot change, the student experiences a series of problems: absences, lateness, low grades, self consciousness about speaking out, limited satisfaction with school, to eventually dropping out.

Brim and Wheeler (1966) suggest that types and content of socialization vary according to life cycle stages and needs and limits of adult socialization. Perhaps an important shift in content is from a concern with values and motives to a concern with overt behavior. In order for a person to perform satisfactorily in a role, he must know what is expected of him, be able to meet the demands of the role and have the desire to participate.

The first change in content relates to the acquisition of new material versus synthesis of old material. The emphasis here is on the aggregation and synthesis of elements from already-learned responses along with newly learned behaviors or responses necessary to fulfill a

role or social act. The objective of socialization in this change is to get the individual to combine what he knows into new form, to trim and polish by practicing new materials. The UBCS will recognize the knowledge from his repertoire of responses (i.e., the self he has) and use this along with his new role definition and expectations. This process is implemented to create for himself the desired ends he pursues.

Secondly, the change in content is the transformation of idealism into realism (Brim and Wheeler, 1966). As an individual matures, he/she must learn that there is a difference between the ideal and real, and that conformity must be more towards the realistic expectations of others than to ideal norms. There is the recognition that the actual (real) and the formal are the same. The UBCS may expect that his behavior can be understood and that (s)he is the measure of that behavior. The UBCS may learn that there are certain behaviors that are expected in order to function within the Urban White Colleges. The UBCS must, for example, express himself in the language (i.e., verbal, non-verbal) that is expected by the institution.

The third type of change refers to resolving conflicts; meta-prescriptions (Brim and Wheeler, 1966). Adults are forced to develop methods of selecting among conflicting role prescriptions. Possible conflicts between the prescriptions of references set by members are classified into two basic types: Intra-role conflicts and Inter-role conflicts. In the former, intra-role conflicts, two kinds exist,



a) the prescriptions of two or more individuals for the same aspect, e.g., a family member and an instructor and b) prescription of just one individual about differences in the role, i.e., the instructor may expect the student to fulfill requirements of the course and as participant in extra-curricular assignment that (s)he supervises.

The inter-role conflict consists of two kinds: a) conflict between two or more individuals about two separate roles, e.g., the school's demand for the UBCS to contribute more money to the faculty in his role as a student and the demand by his family for increased contribution towards household expenses and b) conflict between expectations from one person in two different roles - the family (e.g., mother) may think the UBCS should perform behaviorally one way in school and another at home. Thus, the UBCS must noticeably perceive and demonstrate the difference in behavior in order to be successful in the eyes of others.

The other method of conflict resolution is meta-prescription which usually relates to the inner-role conflict. The keyword here is compromise. For example, "do what your instructor tells you, even if you disagree." Meta-prescriptions guide compromise which may also - sometimes be half and half, "I must allow time for my schoolwork but must allow equal time to spend with my family who may not understand the demands of college." A meta-prescription allows the person to find a more desirable alternative to disregarding self.



The fourth characteristic of change in content of socialization relates to specificity, that is, whether what is taught applies to many social situations or just a few. Brim and Wheeler (1966), agree that adult socialization tend to be role-specific. General value orientation occurs in situations of cultural differences in basic values such as those related to achievement, to the family. Such differences distinguish major cultural groups from one another. Again, one is also socialized generally for socio-economic positions or status levels which require general skills and values in carrying out certain role expectations.

The final change in content is "I-me" relationships which consist of part of the self-other system. This change discussed earlier in the literature ends with the "I-me" type. As one matures into adulthood and learns specific role definitions, the "I-me" relationships (the I statement) diminishes and the "they-me," "I-them" components again emerge. The circle is nearing completion as the core personality with identity has been laid in early stages of a particular role prescription.

The present research goes beyond analyzing the content of socialization by focusing on more specific aspects of techniques leading to the transmission of training by counselors, to the effective functioning of UBCS in college environments. Clausen (1968) describes college socialization as a process that results from the students' continuous interaction with other members (i.e., peers, teachers, and administrators),

of the college community who seek to influence them. In this case, counselors become role models as well as trainers to help UBCS make the transition from their community socialization to the norms of the college environment.

Brim and Wheeler (1966) emphasize the point in the socialization process of individuals where there must be a shift from values and motives to overt behavior. The student of socialization must know the necessary and required behaviors in order to pass through and succeed in the many institutions, such as the urban college. UBCS must learn behaviors and responses that are self-enhancing instead of self-denying and defeating.

## C H A P T E R   I I I

### METHOD

#### Design.

This study involved the design and evaluation of a training program to meet the bi-socialization needs of UBCS as they enter college. Assessment of the program focused on whether the training increased the student's satisfaction with school and focused on student's reports of satisfaction with verbal communication and relations with peers and teachers. Changes in self-actualization as a result of training also were explored.

Two groups were used in this study. The groups differed in their treatment. Group I, the experimental group, was given the pre- and post-test measures of the POI and SSI questionnaire, thirteen (13) weeks of "Transitional Training" and a structured interview at the end of the semester. The control group, Group II, received the pre- and post measures, the interview at the end of the semester but not the thirteen (13) week Transitional Training. They experienced a traditional freshmen orientation course available to all entering freshmen students. Scores from the POI, and ratings of the SSI questionnaire and interview given at the end of the semester serve as the sources of data for studying the hypothesis. Determination of group assignment (experimental and control) was a random process. The design configuration for this study

was a before/after, control group design as follows:

Table 1

Summary of Experimental Design

Group I	Group II
Pre-Test: POI + Questionnaire	Pre-Test: POI + Questionnaire
13 weeks' training	13 weeks: no training
Post-Test: POI + Questionnaire + brief interview	Post-Test: POI + Questionnaire + brief interview

This design was chosen because the use of experimental and a control group measured the history and maturation effects of the study, thus enhancing its internal validity. Similarly, the effect of testing (learning from the test process) was constant on both groups.

Instrumentation.

The study used three data gathering tools, the Personality Orientation Inventory (Shostrom, 1963): the satisfaction with School Index (Jackson, 1981); and a structured counseling interview (see Appendices F,G,H,J). These instruments are described in more detail below.

Personality Orientation Inventory (POI). The POI, developed by Shostrom (1963, 1966), purports to measure values of behaviors seen to be important in the development of self-actualization. The instrument focuses on a range of human activities involved in the individuals' ability to

express themselves creatively in terms of strength-weakness and anger-love, emphasizing mentally healthy and actualizing qualities rather than pathological characteristics. This becomes increasingly important in light of the fact that pathology is generally the focus of researchers in their attempt to observe life styles and values of Blacks in America. Self-actualization, as a variable, is considered here basically because it goes beyond the narrow strategies of survival orientation ( which all Blacks have in common) to include higher levels of expressing and affirming one's own potential. The POI was used to assess pre-post differences in self-actualization resulting from the two experimental treatment conditions.

The instrument consists of 150 paired-opposite, comparative-value-judgment statements. Scores are reported for two major scales: Inner Direction (I) and Time Competence (TC).

Table 2

## Determination of the POI Scales

Scale	Number of Items	Definition
Time Competence (TC)	23	Measures the degree to which the individual lives in the present rather than in the past or future. Self-actualizing persons are those living primarily in the present, with full awareness and contact, and full feeling reactivity. They are able to tie the past and the future to the present in meaningful continuity, and their aspirations are tied meaningfully to present working goals. They are "time competent." In contrast,



Scale	Number of Items	Definition
Time Competence (Cont'd.)	23	the "time incompetent" person lives primarily in the past -- with guilts, regrets, and resentments -- and/or in the future -- with idealized goals, plans, expectations, predictions, and fears.
Inner Direction OI)	127	Measures whether an individual's mode of reaction is characteristically "self" oriented or "other oriented." Inner-, or self-directed persons are guided primarily by internalized principles and motivations while other-directed persons are, to a great extent, influenced by their peer group and other external forces.

Test-retest reliability coefficients (7 day interval), based on a sample of 48 undergraduate college students, are  $r = .71$  for the Time Competence (TC) scale and  $r = .77$  for the Inner-Direction OI) scale.

Scoring. For data analyses, raw scores (x-y) of each of the two POI scales were used. These scores were computed by hand, using scoring templates provided by the publisher of the instrument.

Satisfaction with School Index (SSI). The SSI was designed by the researcher to help assess student's self report of effectiveness of interaction with teachers and peers, designated as communication (WO), and confidence (HI), in their role as student. Each part had ten items. These two sub-scales were developed based on the belief that bi-socialization training can help students be more successful and satisfied in school if students made improvements in these two areas, central to school life.

An initial version of this instrument was sent to five judges. Judges were selected because of their extensive educational experience and familiarity with the population. Each judge was asked to rate the appropriateness of each item for the sub-scale in which it is included. They rated each item using response alternatives provided and submitted recommendations to be considered in further developing the questionnaire. A definition of each sub-scale and overview of the study was provided in writing to help judges in making their assessments (see Appendix G for judges' contribution).

The instrument was also pilot tested with twenty (20) former SEEK students. Suggested revisions were incorporated to increase the clarity and content of each statement. The focus of these changes was wording and dropping items. A copy of the original and revised form of this questionnaire appears in Appendices F and G.

Scoring. Raw scores from each of the sub-scales were used for data analysis. These scores were hand computed. Students had options of one to five in responding to each individual item, with a numerical scale: 1 = very dissatisfied, 2 = dissatisfied, 3 = moderately satisfied, 4 = satisfied, and 5 = very satisfied. The possible score range was ten (10) to fifty (50) on each sub-scale of the instrument.

Interview. Since the researcher wanted to produce a descriptive component of the student's interpretations of the training, it seemed logical to ask questions to document the extent to which the treatment made a

difference in specific areas of school life. Each student participated in a brief interview at the end of the training. The interview was designed to find out what was particularly helpful to students in supporting their self-confidence, personal growth, communication skill and academic achievement. Five former SEEK students volunteered to pilot test questions for the interview. Copies of the interview questions were mailed to the students for discussion, recommendation and approval. These recommendations were included in the revised format of the interview. Questions for the interview appear in Appendix .

#### Analysis.

T-tests were used on the post-test scores of the POI and SSI measures to determine if the results of the groups were significantly different due to presence or absence of training. Final interview findings were not analyzed statistically. These data are summarized with the use of quotes to illustrate major points.

#### Procedure.

Nine major steps were taken in the implementation of the study. These are summarized in Table 3. Steps 1 through 4 deal with obtaining the sample. Steps 5, 7 and 8 are data collection. Step 6 is the training for the experimental group, with Step 9 documenting the availability of the training to the control group at a later date.

## Major Steps of the Study

Steps

1. Communication with general student body.
  - a. Announce to incoming freshmen during general orientation; present the purpose of study, design of training and give detailed requirements for eligibility and rights.
2. Sample Selection.

Those students interested in the training register for freshmen orientation during normal registration period.
3. Letters to each student registered for the Training.
  - a. Include goal and outline of training (letter in Appendix B).
  - b. Include consent (if student is under age, signature of parent or legal guardian is required).
4. Designation of Groups.
  - a. All students must register for freshmen orientation classes. Experimental and control group was determined randomly by flipping a coin. Students were notified during initial class session of their assignment.
5. Testing.
  - a. The POI and self-report questionnaire was administered to experimental and control groups separately.
6. Training.
  - a. Experimental group received the training for a period of thirteen (13) sessions, one entire semester.
  - b. Control group received traditional program of counseling and support services, but no training.

T A B L E 3 (Cont'd.)

Major Steps of the Study

7. Post-Test.
  - a. Data collecting activity with students in both groups done separately, two major instruments were administered, POI and SSI questionnaires.
8. Exit Interview.

Brief interview with students from both groups at the end of the training (see Appendix H for copy of Exit interview).
9. Termination.

Announce availability of Transitional Training during following semester to control group.  
Offer brief description of training content and invite all members to register for course.



## CHAPTER IV

### OVERVIEW OF THE TRAINING

In bridging the gap between conventional training methodologies and developing cross cultural survival skills for UBCS, one of the basic considerations is that constructive participation in the educational process requires specific skills in dealing with the environment in which learning takes place. Furthermore, the students must feel (or be helped to feel) that their goals and objectives can be achieved. The UBCS coming from a tradition of being disjoined from most human and physical resources in our society, have not acquired many of the skills necessary for effective functioning as students.

The writer feels that for a training program to be innovative with UBCS, rather than just patronizing, the objectives of self-development, and survival must be translated into everyday activities. Transitional Training enables the student to define their new roles, speak up for their rights and master an increasingly complex series of personal and interpersonal life tasks. At the same time, respect is given to the persons more general life socialization. Preparation for doing well in school is seen as an expansion or extension of existing skills and styles rather than a replacement.

The students in Transitional Training experience a program designed to facilitate the enhancement of their personal strengths and

potentials. Classroom and homework activities are designed to motivate the practice of behaviors that have been modeled. The students are provided with positive feedback, approval or praise as the role playing of behavior conducive to effectiveness in school evolves.

Furthermore, the students are exposed to procedures which are designed to increase the likelihood that the newly learned behaviors will, in fact, actually be applied in a stable manner within the college community (i.e., transfer of learning). Once beyond this point, Transitional Training becomes a survival asset which will continue to enable the students to manipulate their varied spheres of influence outside of the academic community which could ultimately intensify the balance of social power.

Transitional Training contains three basic stages of learning. These stages are: 1) Exploration of self; 2) Analysis of behavior skills and social issues which relate to the academic community; and 3) Assertive skill development: A Black perspective. The major emphasis of the training centers on the exploration of existing behaviors and the teaching of new behaviors to students. The experiential activities of the students will be used to generate dialogue and participation within and among group members. The students in the group each will provide different orientations, values and awareness which reflect their personal experiential range. During these stages, students will be taught a myriad of behaviors including: 1) speaking up in class;

2) talking about themselves; 3) talking about problems; 4) participating in exercises; and 5) effective interaction with teachers and peers. These five areas are intended by the writer to glean some dimensions of Ekstrom's (1978), theories on barriers to post-secondary education, in this case, institutional and dispositional. In addition, it should be stated that these areas were emphasized because of the writer's self evaluation, and self-study especially in work experiences with UBCS, their families and social agencies. One of the promises of Transitional Training is that it seeks to help provide and strengthen the student's right to choose. This means that the UBCS will be taught how to deal effectively with the dominant white society within the university context, expanding creative attempts at coping which manifest themselves in a marginal survival method with growth activities of expressive behavior specifically designed to improve their social and personal functioning. In practice, the more this concept is successfully implemented in the sphere of UBCS daily experiences, the more confident (s)he becomes as a student.

Each stage of Transitional Training will contain a series of successive approximations of the final behavior. The first stage, Exploration of Self, begins with exercise one and ends with six. The major emphasis in this stage is to provide the students with opportunities to explore themselves, their self-images, their feelings about school in a supportive and positive environment. Students will be helped to identify, build and strengthen their potential for dealing

with relationships in the college community. These first learning experiences will identify the human potential in developing new interest in self-fulfillment and socialization. Of major importance will be the shared unique experiences of each individual member in the group, as a vehicle to generate dialogue and group participation. Each exercise will operate with a basic goal designed to reinforce the students' active relationships within the college environment, (i.e., people with whom interacting is related to survival as opposed to the institution).

Stage Two, An Analysis of Behavioral Skills and Social Issues which relate to the academic community, contains nine exercises and is designed to enable the students to confront some major issues which affect UBCS' skill in effectively dealing with stress, alternatives to aggression and planning. The broad goal here is that of interpersonal skill competence and its primary consequences, the ability to participate as more or less effective members of groups and the college community. Brim and Wheeler (1966) characterize this learning behavior as "partial" or "temporary." It is partial in that here participants develop or expand skills and styles for dealing effectively with whites in the college extent. They maintain their ways of dealing with members of their own ethnic group. During this stage of the training, each skill will be broken down into steps for the person of skill acquisition and implementation. A series of vignettes for the chosen skill will display a problem as it actually occurs or could occur in the real life



environment of each student. Further exploration of the student's values and behavior which inhibit or facilitate socialization will be the concluding dimensions of this stage.

Assertive skill development: A Black perspective, is the final stage of the training. Emphasis in these final nine exercises will be on enhancing the students' survival repertoire with assertive techniques acceptable in a white university setting. Training will not take away from UBCS cultural values.

Music is used at the beginning session as a stimulus to facilitate the process of taking private feelings and translating them into public expressions (Cheek, 1976). Stevie Wonder's "Hotter Than July," Motown Records, T8-373MI, Side 2 will be used to help the students get in contact with the feelings or affective level of what assertion is all about. The music represents a natural and cultural tradition of which UBCS can identify, it communicates human feelings of love, freedom and caring for everyone. The Black perspective of assertive behavior unfolds as the music honestly expresses an emotional message which has no intention of putting anyone down - the essence of the Black perspective. UBCS who might have appeared inhibited can be observed patting their feet and spontaneously responding to the beat of the music. Actually, the focus in stage three is to assess this type of spontaneity and apply the principles of this uninhibited behavior to Transitional Training. The major idea is to use the UBCS' reaction



to music as a catalyst for influence. Subsequent steps to this model involve a scrupulous inquiry of the student's behavior on a conscious level and practicing alternate types of assertive expressions which are designed to enhance the process of socialization in predominantly white academic communities.

### TRANSITIONAL TRAINING

#### Session #1 Exercise #1

a) Introductions. Each student is asked to form a dyad with another member of his class. In the dyads, student A is instructed to introduce him/herself to student B. (Specific instructor defined information will be the focus of this activity). While student A is introducing himself, student B is instructed to focus his/her energy on listening to partner A. The process is then reversed with student A listening to student B's self-introduction. In the large group, each student is asked to introduce his/her partner to the rest of the group and to share as much information as can be recalled of self introduction period. Counselor selects a group and participates in exercise.

This task is intended to: 1) set the stage for trust, openness, cohesiveness and task accomplishment; 2) to give each student an opportunity to practice listening; 3) to allow students to share their personal goals; and 4) to foster a sense of inclusion in the group.

b) Processing of Instruction. At the end of every task/activity in Transitional Training, the student spends some time processing the experience; sharing personal feelings, observations and learning. Issues relating to the decision to choose a particular student as partner, on what basis were these choices made, the fear of not being chosen and the importance of listening to improve communication skills will be explored.

c) Course Overview. After completing the introductory exercise, the counselor and group discuss and review goals and objectives of Transitional Training. Discuss and distribute booklets for journals.

d) Adjustment. Discuss the socializing exercises assigned to be practiced by each student during the week (see Appendix C).

e) Journal Entry. At the end of each session, students are given time to make their entries. Counselor also reinforces the importance of this activity and relates entries to normal process of student behavior.

Session #2  
Exercise #2

a) Socialization: Beginning Skills. Students are asked to form dyads, then share their Homework Assignments. Student A reports to Student B what the experience was like, how (s)he felt and whether (s)he would repeat the exercise. Students are asked to give reporting student

their undivided attention. Reverse roles, B reports to student A.

The intention here is to allow students to share their experiences in a supportive environment, and to encourage and reinforce active listening.

- b) In large group, students are then asked to respond to the specific questions on the Homework Report.
- c) Processing the data. Students are asked to make observations of responses (listed on the blackboard) about patterns and abnormalities in the data.
- d) Processing the exercise. After all the observations have been elicited and recorded, students are asked to form groups of four, and in these groups, to perform two tasks: 1) to produce a list of three things they learned from the activities; and 2) produce a list of at least three issues/concerns raised by the day's activities.
- e) Report out. The groups of four then report out their learnings and issues in the large group. Discuss patterns of similarities and differences as they evolve.
- f) Homework assignment. Students are asked to continue to practice last homework assignment.
- g) Journal entry.

Session #2  
Exercise #3

- a) Ground Rules. Students are asked to form triads; each group is to discuss initial impressions of training and review assignments to date. Each group is asked to create three lists: 1) things they have learned or experienced; 2) things they wish to learn and; 3) things that help them learn.
- b) Report out. The groups report their findings to larger group, where their responses are correlated, placed on the blackboard for each student to see and record. The purpose of the activities of this exercise is to set the stage for several necessary goals: trust, openness, cohesiveness and task accomplishment. These are considered by the writer to be essentials with UBCS if Transitional Training is to have any level of influence.
- c) Closure. In large group, counselor gives feedback on his initial impressions of the group and reviews the importance of maintaining certain specific standards during training, relating these standards to other experiences in everyday life and specifically to the college environment. Also gives reinforcement to individual students who may require specific attention to acquire self-discipline and motivation. (There must also be follow-up (one-to-one) with those individuals).

d) Assignment. Each student is asked to locate the offices and person in charge of two of the following student services: counseling, financial aid , tutoring student government, student newspaper and library.

e) Journal entry.

Session #3  
Exercise #4

a) Review assignment. Group members are asked to form triads. In the triads, they are asked to share the information gathered from assignment duties and to form one list covering student services.

b) Report out. Triads report out their findings to the large group.

c) Discussion. In large group, counselor and students focus on more specifics, i.e., eligibility, hours open, range of services and how they, as freshmen, can become actively involved. The purpose of this activity is to develop the students' resourcefulness, confidence and ability to complete tasks; also to familiarize the students with those services that are designed to reinforce their network for survival on college campuses.

d) Processing the data. After discussing students' services and listing the findings on the blackboard, students are asked to record them in their journals for future references.



Session #3  
Exercise #5

- a) Whom am I (Self Concept). Students asked to sit in circle and produce a list of adjectives and attributes which describe the essential you. Students are asked to omit any modifiers, make statements strong and positive. After completing the list, students are then asked to rank order their descriptors, to test their importance by seeing how they would feel if suddenly they were to be deprived of one of the attributes, e.g., (a man or woman).
- b) Processing the exercise. After all lists have been completed, students are asked to form groups of four and share contents of list with fellow members of their group. The purpose of this exercise is to enable students to explore attitudes and perceptions about themselves and to promote self-disclosure.
- c) Report out. The groups of four then report out their learnings and issues in the large group where time is allotted for discussion. The purpose of this activity is to develop empathy for the student.
- d) Journal entry. Order of descriptors should be recorded for follow-up during next session.

Session #3  
Exercise #6

- a) Whom Am I (Behaviorally). a) Students are asked to sit wherever they can relax and feel comfortable. Once settled, counselor instructs each student to draw a circle and indicate via pie-shaped wedges how they proportion their time. Personal leisure, work, study and travel are some overall categories. They may wish to include others, e.g., 1/3 time with daughter, 1/2 time with husband. The purposes of this exercise are as follows: 1) to aid the student in perceiving the relationship between behavior and achievement with particular reference to the demands of school; 2) to help each student develop an effective schedule of time management; and 3) to begin to set practical and attainable behavior goals.
- b) In the large group, students are then asked: 1) if they like the way their circle looks, 2) how it checks out with the parts of them that they previously (exercise #5) indicated as being important and 3) which parts are under-developed that they would like to develop?
- c) Processing the data. After responding to each question, students are asked to select a partner and discuss their schedule and what they plan to do, e.g., further developing and/or altering. In the dyads, students are instructed to listen to their partner and give their assistance to developing a schedule. The intent of this exercise is to enhance the student's support system.

- d) Report out. The dyads then report out their results in the large group, assisted by counselor assessment of the group's activity.
- e) Assignment. Each student is instructed to complete a time management chart reflecting: 1) record of class and lab periods; 2) work hours, if any; 3) study hours needed to survive in college and; 4) leisure activities. Blank charts will be issued and students are asked to work with their partner in completing the exercise. Counselor also suggests that work be done in college library or other study area available and conducive to studying. Copies of completed charts should be submitted to counselor for future reference. This exercise is designed to help the student locate and establish areas on campus where other students study and/or socialize. Since many entering freshmen (particularly UBCS) get to visit the library towards the end of their first semester, this will be an opportunity to at least visit early, to work with a classmate (support) and to enhance future planning.

## STAGE II

### Session #4

### Exercise #7

Skill Development: Using Self Control. a) Students are asked to sit in circle and list the various types of situations which cause anger. After completing this, students are then asked: 1) to describe a recent incident where they could not/did not exert self control and;

2) what they might have done to control themselves. Counselor then suggests that students refer back to exercise #5 (self concept) to check whether the descriptors can be applied here.

b) Processing the exercise. Students are asked to find comfortable position in classroom and form small groups of four members each. In the small group, they are instructed to examine the behavioral steps involved in using self-control and to apply those steps to their most recent incident (requested above). If time permits, each student can do this, nonetheless as student "A" processes, the remaining three members listen and guide student through steps and record for large group.

c) Content of behavioral steps. 1) What are the noticeable changes in your body when you are about to lose control? What do you feel? What things, if any, have people told you they notice? 2) Concentrate on what is happening to make you feel this way. 3) Think about ways you might control your behavior, the entire group (4 members) assist here and brainstorm list of alternatives. 4) Choose the best way of controlling your behavior for a future situation.

d) Report out. The smaller groups then report their learning and observations to the large group. The purpose of this exercise is threefold: 1) to help student tune in to physical body cues to change in behavior; 2) to provide possible alternatives for future use and; 3) to enhance confidence as a student having to deal with multiple personalities at different levels in order to survive and achieve in

urban colleges.

e) Modeling and Discussion. Counselor asks for volunteer from group to assist in modeling behavior. Content selection will reflect an incident involving financial aid and is chosen because UBCS students often have frustrations and defeating experiences where money is involved. Counselor will give examples of competent skill behavior, then ask for students to rehearse what they have seen.

f) Role Playing. Students in large group are asked to enact several roles found to occur more frequently from item "A" of this session. The student is given considerable opportunity and encouragement to practice the behaviors and provided with positive feedback and approval as the role playing of the behaviors becomes more and more similar to the behavior of the model.

g) Processing role playing activity. The group spends some time processing the experience, sharing observations, feelings and learning.

h) Journal entry. Students are given time to record their personal learnings of the session.

Session #5  
Exercise #8

Skill Development: Setting a Goal. a) Students are instructed to form dyads selecting the same partners chosen for session #3 Whom Am I (Behaviorally). In dyads, students review their time management charts



and assess the behavioral steps involved in setting their goal of achieving academic success, i.e., appropriate use of time for study, leisure and work. The purpose of this exercise is to reinforce the students' perception of the relationship between behavior and achievement.

Counselor outlines behavioral steps involved in skill of setting a goal as: 1) decide what goal you want to set; 2) explore all resources you can about how to obtain your goal; 3) what are the steps you will need to take to obtain your goal and; 4) what is the first step toward obtaining your goal. Students are asked if they are satisfied with school and feel confident as a student at this point in the semester? Counselor reminds students that mid-term examinations are about two weeks away and suggests that this fact be considered as they review their time management charts. It is also suggested here that partners in the dyad assist each other in making changes they feel necessary to achieve the maximum of success as a student.

b) Report out. Students are asked to report out to larger group, their observations and individual goals related to plans for successful achievement as an entering college freshman. Counselor assists in focusing process.

c) Homework assignment. Student is requested to establish academic goals for: week, month and semester and record plan in journal.

Session #5  
Exercise #9

Effective listening and understanding. a) Using a group discussion format, counselor encourages dialogue on characteristics of effective and ineffective listening. The purpose here is to introduce different listening and communication styles which could help the student in relating and interacting with other students and faculty persons. Counselor will employ empathy, acceptance, probing, paraphrasing and summarizing styles as examples used in the interacting process. Useful dialogue can also be gotten from discussing how anxiety about being aggressive in one's response can be reduced by effective listening, the effective listening signals the fact that you are dealing with the situation because you care for the person and most of all, the important thing is to have someone listen to you without being burdened or confused with advice or suggestions.

b) Processing. Counselor models effective and ineffective listening behavior, detailing each example of the behavioral steps: 1) establish eye contact with the person who is talking; 2) concentrate on what is being communicated and; 4) address issues of concern to you when it is your turn to speak.

c) Processing the exercise. After all the observations have been elicited and recorded, students are asked to form dyads and instructed to practice at least two of the following vignettes: 1) share some-

thing you enjoy most; 2) describe something you do well (here the counselor suggests the use of verbs is probably a better way of relating to yourself - example: "I paint well" as opposed to "I am a painter"); 3) describe a problem you are having in class or; 4) describe the class you enjoy most. Each student is instructed to practice and reverse roles during activity. Counselor will provide performance feedback to dyads immediately after completion of each vignette. The purpose of the exercise is to foster an atmosphere of reciprocal listening, to let the person with whom you are communicating know that you understand their position and their feeling.

d) Assignment. Homework for this exercise will consist of: 1) selecting a specific skill you would like to improve for your communication repertoire; 2) what are the steps involved in the skill? 3) with whom will you try the skill? 4) how will you reward yourself if you do an excellent/good job? 5) if you do a fair job, how will you reward yourself? What will you say to yourself, and what will you do for yourself? Report to counselor for next session.

e) Journal entry. Students are allotted time to record their learnings and experiences of this session.

Session #6  
Exercise #10

Asking a Question. a) Students are instructed to sit in circle.

Counselor continues to use a group discussion format to describe the behavioral steps which constitute the skill of asking a question.

Vignettes for this exercise will be developed by students using the following behavioral steps as the framework: 1) Choose an issue (topic) you would like to have more information on; 2) explore different sources where information can be obtained; 3) what are the different ways to ask your question? Decide one. 4) Where and when can you ask your questions? 5) Decide, then ask your question. The purpose here is to reinforce effective listening.

b) Processing the data. After all observations have been elicited, students are asked to form dyads and practice the skill required to ask a question. Students are instructed to use vignettes developed earlier in class. Here the counselor provides several vignettes reflecting encounters which a student may experience on the college campus.

c) Suggested Content for Vignettes.

1. Main actor asks financial aid advisor why check is not ready.
2. Main actor asks student for missing school book.
3. Main actor asks male/female student for date.

The goal here is to learn new assertive behaviors: asking for clarification, persisting and sticking to the point. In addition to reinforcing effective listening and assertive behavior, the purpose of this exercise provides each student with the opportunity to practice paraphrasing, summarizing, and using self control for the purpose of effective communication and listening.

d) Report Out. Groups of two are then asked to report out in the large group, where their responses are discussed and recorded as time is allotted. In large group, counselor will also focus on listening and communicating styles of UBCS which may be interpreted as "different" from the traditional students, and which may also attribute to misinterpretations in real life experiences.

e) Homework. The assignment for Session #6 is for each group member to ask and record the process of three questions, two of these situations should include class experiences, one involving the library. The purpose of homework here is to transfer training which occurred during classroom experience. It is also suggested here because freshmen (UBCS) at this stage of the semester are becoming familiar with campus routine. Consequently, at this stage, special reinforcement should be given to enable their survival processes.



Session #6  
Exercise #11

Starting a Conversation. a) Ask students to place themselves in a comfortable place or position in the room. After the group has settled, counselor begins by reviewing previous sessions and shows how each unit is related to skill development and to becoming an effective student. Counselor proceeds by listing the behavioral steps of starting a conversation, explaining and modeling each step. The following steps are to be considered: 1) Greet the other person (shake hands; choose the right time/place); 2) make small talk; 3) Make certain that the other person is attentive (i.e., making eye contact, nodding or verbal responding) and; 4) Begin to discuss the issue. Students are asked to recall and describe situations where they have experienced some discomfort in starting a conversation. Using this material, the group will proceed to develop vignettes for practice.

b) In the large group, students are asked to use vignettes developed from their experiences. The intention here is to help students practice and improve their experiences in a minimally threatening environment and to encourage empathic listening. After students complete practice involving their experiential background, counselor gives instructions for two additional scripts to be practiced using material collected from former students and considered significant in the lives of UBCS successful functioning on campuses.

c) Processing the exercise. After all observations have been elicited and recorded, counselor reinforces successive approximations of the desired behavior as a method of reducing fear or threat in withdrawn student. This is done to create an environment of support for those who wish to try out new behaviors.

d) Assignment. Students are advised to incorporate the behavior steps of Exercise 10 with previous session: Asking a question (practicing at least one situation).

Session #7  
Exercise #12

Saying Thank You. a) Have students sit in circle and individually practice saying thank you with counselor until every student has practiced skill. Counselor explains the importance of the skill and then proceeds to break down the skill into steps: 1) Decide if person(s) did or said something which warrants acknowledgement from you; 2) Choose appropriate time and place to thank the other person; 3) Thank the other person and acknowledge what (s)he has done; 4) Share with the other person why (s)he is being thanked. 5) Record and submit thank you statement to appropriate person(s), (i.e., Thank you card/letter of appreciation to department chair).

b) Processing the data. After all issues and concerns have been elicited from the group, students are asked to remain in circle and

practice writing letters of thanks to people who have done something helpful or meaningful. The purpose is to help students develop a sense of responsibility (shaping behavior) and to experience positive emotions in class (shaping emotional responses).

- c) Journal entry. Students are allotted time to record their learnings.

Session #7  
Exercise #13

Requesting help. a) Ask students to select partners and form dyads. In small groups, students are instructed to formulate a list of possible areas where they might need help as college students and a second list where help will definitely be required.

b) Report out and discussion. In the large group, students are asked to report out their learnings and to observe any noticeable pattern being developed from list on blackboard. The purpose here is the reduction of stress which UBCS experience when seeking help and to encourage self disclosure without fear of self-destruction.

c) Processing the data. The list is assessed by counselor and students to determine if all areas of help are covered. A breakdown of behavioral steps involved in asking for help is listed on the blackboard:

- 1) Decide what you need help with;
- 2) Are there people on campus who can help - pick one and;
- 3) explain your need to the person, then request help.

All previous behaviors (i.e., effective listening, asking a

question, setting a goal, using self control) observed during this stage are reviewed so that the student can see the relationships. From this material, a series of vignettes evolve and each student is given the opportunity to practice the role of main actor in each situation. Feedback and reinforcement for modeling is given immediately by counselor. The purpose of this activity is to help students to examine some of their attitudes about seeking help in a supportive environment and to affect the handling of the behavior in their daily experiences.

d) Assignment. Students are instructed to review areas where help is needed in their daily lives and to apply the skills practiced and discussed during this stage. Tutorial assistance and financial aid is suggested as a possible starting point considering mid-semester and critical issues involving school fees and expenses which normally occur at this period.

Session #18  
Exercise #14

Effectively Planning a Task. a) Using the lecture format, students are asked to sit in comfortable positions, then share experiences of some activity in which they feel they played a primary role in planning and implementation. Students are encouraged to share complete details of their involvement, step by step. The purpose here is to highlight the student's positive experiences of self-satisfaction, success and achievement. Counselor then lists on blackboard an outline of behavioral steps

used in effective planning. 1) Determine the importance of your task. 2) Project amount of time needed to work on this task. 3) Decide and outline the materials you need. 4) Decide on a place of work, and 5) Decide if you are ready to implement your plan.

b) Processing the data. Students are asked to form dyads. In the dyads, they are asked to develop a plan of action which can be applied to their academic program (i.e., class assignment, term paper or strategy for group participation). Both dyad members are asked to: 1) provide a situation and 2) help the other member complete an effective plan for action. The purpose of this activity is to enhance the student's skill at overcoming problems with distraction by focusing on relevant planning prior to undertaking a task.

c) Report out. The groups of two then report out their results in the large group.

d) Discussion. In the large group, students are then asked to observe the behavioral steps (used for each plan) and encouraged to share suggestions and/or questions in areas of concern. This exercise is designed to provide a supportive climate for the student and to offer students a chance to examine some of their behavior and attitudes about planning.

e) Assignment. Re-evaluate time management chart and goals for semester. Focus on obtainable (realistic) goals, make changes if necessary.



Session #8  
Exercise #15

Review Assignment. a) Students are asked to form triads. In the triads, they are asked to share their experiences and each student is responsible for recording information covering five sessions.

b) Report out and Discussion. The groups of three then report out their learnings and issues in the large group. All reports will be listed on the blackboard for students to observe. The purpose of this activity is: 1) to assess the total group's experiences during the training; 2) to make adjustments if necessary and; 3) to provide reinforcement to members for being helpful and cooperative.

c) Journal entry.

Stage III

Assertive Skill Development: A Black Perspective

Session #9  
Exercise #16

Behavior Screening: Assertive, Non-Assertive and Aggressive. a) Students are asked to sit in a circle. Then counselor begins by reviewing the definition and intent of each behavior. The implications of the behaviors in various settings as well as the implications and possible consequences for UBCS are discussed. Counselor then proceeds to demonstrate each behavior to further illustrate the meaning and characteristics

as they apply to the UBCS and UWCS population. The purpose here is to provide a cognitive base for understanding elements and intent of the behaviors communicated by Blacks. Students are then asked to brainstorm situations or events which simulate the behaviors.

b) Processing the discussion. Students are then asked to role play behaviors using brainstorm list developed from class discussion. Students are instructed to act out their roles as if they were actually performing in real life. Counselor makes sure that role playing continues until all students have had an opportunity to participate and that all the behavioral steps of the skill being modeled, are in a correct sequence.

The purposes of this exercise are: 1) to begin to identify assertive, non-assertive and aggressive behavior, to understand the implications of those behaviors as they involve UBCS and to begin to understand and accept a need for assertive behavior.

Session #9  
Exercise #17

Exploring Spontaneous Responses: a) Stevie Wonder's "Hotter Than July" provides background as the class settles. Ask students to brainstorm ideas, unique feelings and experiences which they might have encountered in this class and write them down. Students are also asked to select another class member and write down their observations of the student's

behavior, list those positive things they see on the outside. Students are then instructed to listen to the music carefully and describe what they feel inside and explain why if possible. They are to record the number of students seen responding to the music (i.e., patting of feet or other body responses) and try to explain this behavior. Why have they responded?

b) Processing the exercise. The record is turned to side two and students are instructed to select a partner, compare notes, check for similarities and differences, explain both if necessary or possible. In the small groups, students are instructed to think of the number of ways in which Blacks respond to music, which ways they think are more frequent (i.e., singing, body movement, etc.) What is the implication of this behavior? How does the music/words influence them?

c) Report out. In the large group, students share information gathered in dyads. A list is placed on blackboard for students to assess and observe for uniqueness. Counselor makes an analogy with the concept of being free (assertive behavior) and spontaneous responses and asks students to record in their journals a list of spontaneous behaviors, carefully pointing out the difficulty in deciding which behavior is spontaneous and suggesting that special time be given on a regular (daily) basis to determine the nature of spontaneous behavior and practicing the real behavior they would like to develop in an assertive manner. Write the situation down and practice the behavior. The goals

for this session are: to help students set behavioral goals to improve their assertive behavior, to provide students with an opportunity to react or assertiveness concepts through external actions, to observe bodily behavior as an unconscious display of assertive behavior and to tune in to the uniqueness of Black body responses.

d) Assignment. Mentioned above (during Report out), counselor reinforces instruction regarding observations, practicing behavior and, recording.

e) Journal entry.

Session #10  
Exercise #18

Assertive Inventory. a) Have students sit in comfortable position in class. Counselor reviews previous session on behavior screening and asks students to brainstorm the following areas: 1) elements of assertive behavior, 2) advantages of assertive behavior and precautions of assertive behavior. Group is then asked to develop (in their journal) a list of rights which they have as students.

b) The Assertive Inventory is then given for each student to complete.

c) Group Discussion. Group is then asked to sign and return inventory form to counselor. Students are informed that the results of their inventory will be shared with them during their individual conference time.

This is done to maintain confidentiality, to give support if needed and to offer the student an opportunity to discuss those concerns which might be difficult to handle in an open setting. The goal of this exercise is to help the students to assess their own assertiveness and to reinforce the initial cognitive concept of assertive behavior.

d) Journal entry.

Session #10  
Exercise #19

Assertive Role Play. a) Using the lecture format, counselor begins session by modeling and critiquing basic elements of assertiveness: eye contact, body posture, hand movement, facial expression, voice, message content and timing. Problems regarding the intent of the message (as related to position and power) will be demonstrated and discussed.

b) Processing the data. After all questions have been answered, students are instructed to form triads - three roles are to be performed: sending the message (actor), target person (reactor), and observer who will critique the exercise.

\*(Students are then given several scripts to choose for behavior rehearsals.)

c) Processing the exercise. Each student will be allotted time to practice role of main actor. The goal of this activity is to help the student to observe bodily behavior through external actions, to increase



group participation and interaction to stimulate group discussion on different elements of assertive behavior and to present assertiveness as an alternative to aggression.

d) Report out. In the large group, students are asked to report their learnings and to extract from their experiences and highlight the basic elements of assertive behavior.

e) Assignment. Students are instructed to spend the coming week assessing their own patterns of assertive, non-assertive and aggressive behaviors. Observe as many situations as possible where they are uncomfortable with their behaviors. Counselors talks about cues to look for: upset stomach, sweaty palms, sudden urge to urinate, headache, etc.

f) Journal entry. Keep journal for assessment of behaviors described above. Give situations and dates.

Session #11  
Exercise #20

Assertive Bill of Rights. Have group sit in circle and brainstorm their own list of basic rights. Allow ample time for discussion of rights. Then counselor adds to group's list and discusses implications and responsibilities of Blacks for feelings and behavior.

Right to your own feelings.

Right to be treated with respect.

Right to be taken seriously.

Right to structure your own time priorities.

Right to make a request (without apologizing).

Right to refuse a request (without feeling guilty).

Right to get service or goods which you pay for.

Right to information from professionals (i.e., doctor, lawyer, social worker, etc.)

Right to your own opinion.

Right to all of the above, without feeling guilty and without apologizing.

The goal of this session is to help students develop belief system regarding their basic rights.

Session #11  
Exercise #21

Blocks and Irrational Beliefs. a) Students are instructed to find a comfortable place in class. Counselor begins by displaying a list of socializations (on blackboard) and patterns that affect assertive behavior (i.e., don't talk back, don't rock the boat, don't count your eggs before they hatch). Additional illustrations of role socializations (i.e., men don't cry or little girls must be cute and seductive) and the effects on adult behavior is explored with students giving examples from their experiences. Counselor points out how people stop themselves from being assertive because of the anxiety of imagined outcome of their assertive behavior.

b) Processing the data. Students are asked to select a partner and generate a list of fears about being assertive and report back to the group.

c) Processing the exercise. After reporting out to the large group, students are asked to role play some of the most common irrational beliefs. Students are instructed to 1) role play what people think might happen and 2) role play a positive outcome. Counselor adds a list of Blocks and Irrational Beliefs that lead to non-assertive and aggressive behavior. The goal here is to help the student to experience how irrational beliefs can distort reality and foster non-assertive behavior, and to reduce anxiety. In the role play (behavior rehearsals) situations, counselor refers back to skills practiced in earlier sessions (i.e., effective listening) and relates skill to assertive behavior.

d) Suggested content. If I assert myself:

- people will get mad.
- and say "No," he may be hurt.
- and someone feels bad, I'm responsible for their feelings.
- others may not like me.
- I may lose my friends.
- I may not pass the course, or I may not get a good grade.
- I may say something stupid and look bad.
- They may think I'm selfish.

e) Assignment. Students are asked to look back over their experiences to see if problem situations fall into a specific pattern, to list those blocks and irrational beliefs which they have experienced, how they felt, what they would like to have done, how they will handle it in the future.

f) Journal entry.

Session #12  
Exercise #22

D.E.R.M. Script Writing. a) Using the lecture format, have students find a comfortable position in room. Counselor begins by exploring the D.E.R.M.\* concept.

D - Description of the event.

E - Effect on you, physical, emotional, mental.

R - Request, some people don't know what they want because they have never been taught - they have never had to learn this concept.

M - Motivation, how to motivate a person to want to change.

b) Processing the data. In writing the script, use words that express emotional feelings - good to be in touch with your feelings.

c) Individual exercise. Have students individually write scripts and apply the D.E.R.M. concept.

d) Report out. Students are asked to voluntarily share their scripts with entire group.

The goal is to provide an objective description of events and to begin to negotiate effectively.

e) Suggested Content and Process of Script. a) A student you take to school at 8:00 a.m. every morning before you go to work has begun to

arrive regularly at 8:15 a.m.

- b) Describe: I've noticed you've been late for five days.
- c) Effect: I have to drive faster and may get into an accident (also motivated).
- d) Request: If you get here by 8:00 a.m., I'll be happy to take you, if not, I will be leaving.
- e) Motivation: If you get up early enough, maybe we could have breakfast together.
- f) Assignment: Record at least two situations from actual experiences in log during the week.
- g) Journal entry.

\*Source: Influenced and Adopted from workshop on Assertiveness, taught by N. Lay Penner, School of Education, Queens College (C.U.N.Y.), Queens, New York.

Session #12  
Exercise #23

The Three Faces. a) At the beginning of the lecture, draw three faces on the blackboard and discuss the difference between deficit (too little) and excessive (too much) behavior. Give examples, such as the fact that the non-assertive person doesn't look enough (looking deficit) and the aggressive person stares (looking excessive). Counselor then asks students to identify the behaviors and effects as script is read. Have



students match the script with the appropriate face listed on blackboard.

b) Processing the data. Examples of what the student might write are:

Non Assertive

Too little never  
Too little too late

Effects

Interpersonal conflicts  
Depression  
Helplessness  
Poor image  
Loses opportunities

Stress

Feels out of control  
Dislikes self and others  
Addiction  
Loneliness  
Feels angry

Assertive

Enough of appropriate  
behaviors  
At the right time

Effects

Solves problems  
Feels good about others  
Feels satisfied  
Feels good about self  
Is good to self and  
others  
Creates and makes the  
most of opportunities

Relaxed

Feels in control of self  
Likes self and others

Aggressive

Too much too soon  
Too much too late

Effects

Interpersonal  
conflicts  
Guilt  
Frustration  
Poor self-image  
Hurts others  
Loses opportunities

Stress

Feels out of control  
Dislikes others  
Addiction  
Loneliness  
Feels angry

Counselor points out the non-assertive and aggressive styles usually have negative consequences, creating problems rather than solving them. The goal here is that of shaping attitudes by identifying behaviors that are typical of the three faces, and to introduce the concepts of behavioral deficits and excesses.

c) Assignment. 1) Tune in to your own behavior under the "Three Faces" where the behavior should be. Keep the record for at least one week, then total the scores and do an assessment to determine if you need

improvement. 2) Display "My Strengths" poster in your room at home and observe family reactions.

d) Journal entry.

Session #13  
Exercise #24

Structured Role Play. a) Students are instructed to select scripts from their homework (exercise #12) assignments (D.E.R.M. scripts) for the materials for today's class. As scripts are selected, students volunteer for the various roles, counselor assigns two students (recorders) to record feedback and objective for each role-play.

b) Processing the instructions. The Asserter role plays the D.E.R.M. script three times as follows: 1) First role-play. Counselor "directs" the asserter on the sound of his/her voice. Class gives feedback on words and general flow of the script. (A vocal behavior objective is set for the next role-play). 2) The asserter works on the vocal objectives. The counselor directs the asserter on specific body language behavior. Class gives feedback on vocal behavior. (A body language objective is set for the third role-play. 3) The asserter works on body language objective. Counselor sits in the audience. Audience gives feedback on body language behavior. (A general homework objective is set). The purposes of this exercise are: to edit and practice D.E.R.M. script (shaping behavior), to reduce anxiety over role playing (shaping

behavior) and to gain confidence in the D.E.R.M. approach to assertiveness (shaping attitude). Counselor also highlights the importance of taking small steps in learning and that practice makes permanent. The above three role-plays process is repeated for each new role-playing asserter. Generally, four exercises will cover enough material for class session.

c) Assignment. Students are instructed to practice with friends or alone using the mirror to accomplish the objective to improve their behavior.

d) Review Training. After student (individually) writes at least five learnings from the course, the counselor collects and records on board for entire group to see. The session ends with a small party and certificates given to each student.

## CHAPTER V

### RESULTS AND DISCUSSION

#### Results

The results of the statistical analysis of the study are presented. Each of the hypothesis will be considered in turn. Following this, to further evaluate the effectiveness of the training, data are presented from student interviews regarding their confidence in being a student, personal growth, relating with other students and communication with faculty and administrators. These interview data provide a more descriptive, detailed view of students' reactions to the training. A discussion of implications which can be drawn from the given results will also be presented.

#### Hypothesis 1

This hypothesis predicted that students in the experimental group would show greater increase in the POI scale than would students who participated in the control group. Results presented in Table 4 indicate that the difference between the two groups on the Time Competence Scale was not statistically significant.

Table 4

Summary of Mean and Variance for Hypothesis 1

#### Time Competence (TC) Scale

Groups	Mean	Variance	Standard Deviation	Variance of Both groups	df	t
Experimental	14.73	11.55	3.39	11.98	26	-0.063
Control	15.00	12.40	3.52			

Results for the Inner Direction (I) scale as shown in Table 5 indicate a slight trend in the right direction but the results are not statistically significant. Participants in both groups exhibited very little difference in improvement on the (I) scale. Confidence intervals were established at  $p < .05$  level.

Table 5

## Summary of Mean and Variance for Inner Direction (I) Scale

Groups	Mean	Variance	Standard Deviation	Variance of both groups	df	t
Experimental	82.40	87.7	9.36	86.14	26	0.441
Control	78.30	84.6	9.19			

Based on the figures presented in Tables 4 and 5 hypothesis 1 is rejected since the data fail to show a significant difference between the two groups.

## Hypothesis 2

Hypothesis 2 predicted that students in the experimental group would score higher on effectiveness of communication as measured by the WC scale of the Satisfaction with School Index than students who participated in the control group. The results presented in Table 6 show that the groups were not significantly different from each other.



Table 6

Summary of Data from Satisfaction with School Index

## WO Scale - Communication

Groups	Mean	Variance	Standard Deviation	Variance of both groups	df	t
Experimental	39.64	33.63	5.79	25.15	26	0.869
Control	35.28	16.67	4.08			

Hypothesis 3 predicted that students in the experimental group would score higher on socialization into the college environment as indicated by a significant increase in self report of confidence in being a student as measured by scale HI or the SSI. The results presented in Table 7 show no significant difference between the two groups.

Table 7

Summary of Data from Satisfaction with School Index

## HI scale - Confidence

Groups	Mean	Variance	Standard Deviation	Variance of both groups	df	t
Experimental	41.0	25.07	5.00	28.38	26	0.657
Control	37.5	31.70	5.63			

## Interview Results

The third method of gathering data used in this research consisted of a structured interview conducted at the end of the study. Interview questions appear in Appendix H. Both experimental and control groups were interviewed by the researcher. Results are

presented on each of the areas of school life in an attempt to show where the training was most helpful to the students. (See Table 8.) Students rated the areas of school life and provided an explanation for each choice.

Area 1: Communication with faculty and administrators.

Information gathered in this section pertains to the area of school life in which students were helped by the training to communicate with faculty and administrators. Responses reviewed from the interviews show that both groups were helped with these dimensions. The most common response to this area, reported by the experimental group, was "a great deal of improvement," (50%, n=7), while the most common response reported by the control group to the same area was "some improvement", (57%, n=8).

Comments from students also reflect that both groups benefited from their training/counseling experience.

Several students in the experimental group mentioned that they gained a sense of self and of the teacher.

I was too shy to communicate with any of the professors, I felt inadequate when speaking or communicating; now it's not as bad.

I have some improvement in communicating with faculty and administration because I find myself expressing my interest to faculty.

Most faculty and administrators are not as unfriendly as I thought, it is easier now for me to be open.

At first I did not dare to express my thoughts, I was non-assertive. Now if I think something is not going right, I re-evaluate the situation, then deliver my point of view.

Table 8

## Exit Interview: Areas of School Life Ratings

## 1. Communication with faculty and administrators

Scale <sup>+</sup>	Groups	
	Experimental	Control
0	1	-
1	-	-
2	3	3
3	3	8 or 57%
4	7 or 50%	3

## 2. Relating with other students

Scale	Groups	
	Experimental	Control
0	1	1
1	-	-
2	2	6 or 43%
3	3	2
4	8 or 57%	4

## 3. Self-confidence and personal growth

Scale	Groups	
	Experimental	Control
0	2	1
1	-	-
2	2	2
3	3	4
4	8 or 57%	7 or 50%

<sup>+</sup>NOTE: The scale used here was:

- 0 = Not applicable
- 1 = Interfered
- 2 = No difference
- 3 = Some improvement
- 4 = A great deal of improvement

I was always afraid to ask questions, but now I feel free to ask things that are important. By asking questions, I learn what I don't know.

Results from the control group on communication show the differences in experiences in this area of school life. Some students learned to manage communicating with faculty and administration on their own or with unmentioned help from the counseling.

I found myself a little more at ease after a few sessions.

I learned to weigh out my differences with others a little better.

When I first started to ask questions, teachers expected you to know everything. They kind of scared me away, but I realized it's my future, not their's and I had every right to know.

I found out where to find instructors if I needed them.

One student seemed to be still struggling with adjusting.

I haven't been in this college long enough.

Another student appeared to handle this area by avoiding.

I don't talk with the teacher much.

One student in the control group focused on fear and explained how the course has helped.

Since I have taken this course, I am not as scared to ask questions. This course helped me to get information for myself.

Area 2: Relating to other students. It is noteworthy that the majority of students from both groups reported positive influences on their relationship with other students as a result of their experiences in the groups. The majority of the experimental group reported "a great deal of improvement" (57%, n=8), in their ability



to relate to other students, as compared to the most common response of the control group who reported "some improvement" (43%,  $n=6$ ).

In the interview, several experimental group students mentioned previous experiences, how they felt about their behavior, and discussed the training experience which was self-affirming.

In the past, I could not get along with fellow students because I spoke broken English (Jamaican). I used to be laughed at and insulted, so I learned not to say anything. From this class, I learned to put my foot down and talk. If people accept me, they will have to accept me for what I am. Many changes have taken place and I get along better with other students now.

I've always wanted to meet different people. The training helped me to find other ways to introduce myself. I met a lot of people when we did the exercise and I improved my relationship.

In relating with other students, I find myself a little more comfortable than I did when I first came to college and discovered other student's interests as well as my own.

It is a good experience to relate with other students and have respect toward each other. At first, I did not know how to approach a person unknown to me and relate to them. I was not comfortable. Through this class I learned how to approach, listen to, and communicate effectively with another person.

As I said before, I was shy; now I am free to be myself and relate with many students at the college.

I am more open and students are friendly.

The discovery of the human potential for dealing with relationships can be found in practically all of the responses including those from students not receiving the training.

Students in the control group reported insights gained though the counseling sessions are not mentioned directly from relating with other students.



This was always my strong point. I enjoy getting to know people and finding out the things we have in common and comparing differences.

The reason there is no difference is that I have always been able to get along with people, no matter who they are.

I feel I should help those who need help in any study that I'm good in.

Most of the students are very friendly so far.

I have learned about the clubs that the students have at Lehman.

I get along with almost everyone on campus.

At first I was afraid to meet other students, but right now I know everyone in all my classes and I get along with them very well.

The rating I cannot explain, one day I was shy and the next day I wasn't.

At first it was very hard relating with strangers, but as the semester progressed, it got better. It was easier to talk to someone you've been in class with for a while.

I gave this rating a three because I have improved my relationship with fellow students, but only to the point that I want it.

Most of the students are very friendly so far.

By comparison, a new student in the control group reported:

I don't associate with the students in the class.

Confidence in self was expressed by some students in both groups.

These students reported already having good communication skills.

Comments of this type by experimental group students were:

I never have any problems communicating and relating with my peers.

The scale is not applicable because I relate to other students very well.

I have no trouble relating to other students. It is always easy for me to relate with other students.

Although both groups reported improvement in relating with other students, students in the experimental group appear more able to identify how or why their skills improved. Improvements in the control group are talked about as occurring for no particular reason or without reference to the counseling sessions.

Area 3: Self-confidence and personal growth. Self-perceived changes in self-confidence and personal growth was the third area of interest. The majority of the experimental group reported "a great deal of improvement" (57%, n=8). This compared to 50% (n=7) of the control group who gave the same response.

The kind of growth in this area for those participating in the training group is shown in the quotes below.

I feel good inside and my personal growth has grown in the past few months. When you feel good inside, people see it on the outside. I feel very happy with myself.

As for self-confidence, if I didn't have any I wouldn't be here. My personal growth, I understand more about that since this class has gone into detail.

From this class I have grown to feel that I can achieve the goals that I want to reach. I have more confidence relating to the field I want.

The control group reported the following:

When I first came here I was expecting all C's. Now I'm looking at the possibility of a B+ or A- average. I was made to realize my potential and I have gained much confidence in myself.

I grew as a person this semester, I found the value of self-discipline.

I always had self-confidence, but now I realize I can do more.

I feel I should do things for myself to better myself because it's nobody's future but mine.

Have come more aware of my independence in college and have become more independent.

I could walk around the campus and know where each building is located. Before, I felt scared, but now I have confidence enough to look around and know I won't get lost.

During this session my self-confidence and personal growth has extended a great deal.

I especially learned that one doesn't have to be modest about their potential everytime but one should be aware of it and express it to the fullest.

Comments from both groups provide evidence that special services available to UBCS make a difference in self-perception and self confidence. Counseling and the training are shown to have important impact.

Overall Assesement. At the end of the interview, students in both groups were asked to comment on the exercises or activities during the sessions which were most helpful in making improvements in the three areas of school life listed as important in college socialization. Students in both groups reported a wide range of influences from their experiences of interacting within the group, practicing various behaviors, and developing a positive relationship with their counselor. For a full report from students in both groups, see Tables 9 and 10. Participants in the experimental group were specific in relating the results of the training to improved confidence in being a student and improved communication

Table 9

## Experimental Group Comments to Final Question

II. What parts of the session were most helpful to you in making an improvement in the three areas of school life.

Communication with others sharing our ideas and/our thoughts with each other.

The training has helped me to understand others better, so I relate with other students better. The class has also truly helped me to become more self-confident and realize my full potential.

Everything that we did in class has been very helpful in school, and in my heart and my life.

It feels good when you have self-confidence, mine improved in this class.

Part I and II because you need to know how to communicate with the faculty and self confidence is a great part of achieving your goal.

Communicating with faculty and administrators. I learned to be more assertive with the people on campus.

Self confidence and personal growth were the most helpful to me.

Learning how to communicate with other people.  
Joe Jackson has really stolen my shyness. I feel free to express myself, if I feel I must.

I feel positive asking questions to faculty and staff members which I couldn't do before.

Grouping, talking to the whole class and seeing them as friends. Also introducing yourself and others doing the same.

All the areas above have helped me a great deal to cope with my being at Lehman, to me I feel I have made an improvement.

Well first of all Mr. Jackson sounds like he has confidence in me, which gives me confidence and he treats me like an adult which helps me to grow mentally.



Table 10

## Control Group Comments to Final Question

II. What parts of the session were most helpful to you in making an improvement in the three areas of school life?

Mr. Jackson told us what to expect and how to deal with it. Most importantly he spoke to us as people, friend to friend, not counselor (superior) to student (inferior).

The talking in class.

The group sessions helped to know each other and open my eyes to keep helping those who need help in anything (subject) I'm good at.

No one in general.

Self-confidence and personal growth because I am now aware of the opportunities that I have for a profession.

All because I learned more about myself and exert more confidence in myself.

I didn't learn much personally.

The talking and discussions about certain topics, it made things a little easier.

Talking to administrators and learning about the school and its content.

I enjoyed the rap sessions and the exchange of thoughts between the students and the teacher.

I think the group sessions broke the ice and helped me in all three areas.



with faculty and administrators. The control group reported an increase in their ability to relate to other students as a result of their sessions.

### Discussion

The results of the study appear discouraging on two counts.

1) the experimental group did not seem to do any better than the control group on any of the measures, and 2) neither group reported the magnitude of change that was expected. However, interviews and personal observations suggest that the training made a difference which is not revealed by the instruments administered. Several factors which might have influenced the results are: the small size of the groups, limited training time, and the instruments used.

In trying to understand the similarity between the two groups, it might be helpful to focus on some operational and methodological limitations related to this research. First, the training period was only 13 weeks with 13 hours of anticipated training. This originally limited time was made even shorter by external forces such as holidays and parallel research conducted by others at the college. Secondly, the schedule, one hour per week along with periodic holidays interfered with group continuity. The length of time between sessions ranged from one to two weeks. This might have had a possible effect on the outcome of the data. The experimental group may have achieved greater rapport and thus greater results if they had more regular contact. Thirdly, in addition to the aforementioned issues, mandatory research implemented by another department

consumed a valuable portion of the scheduled time used by students during the thirteen weeks. These interruptions in schedule were of particular annoyance to the counselor and the group. Because students were required by the institution to participate in the parallel study, some may have avoided full participation in this research. Students expressed this frustration and fatigue in the sessions.

Fourthly, since the sample was small ( $N=14$ ), any shift in attendance affected the dynamics of both groups. This was particularly true for those students in the experimental group where exercises often required pairing of students with later follow-up activities to affect transfer of learning.

Fifthly, students in both groups expressed negative feelings regarding the POI instrument. Specific instructions had to be followed to maintain validity of the POI. There is no time limit for the inventory which usually requires about thirty minutes to complete. Because of the lack of familiarity with the language and structure of the instrument, both groups required approximately one hour to complete the instrument.

Furthermore, the POI is a general measure of value concepts having broad personal and social relevance in measuring self-actualization. Transitional training used in the present study, is more narrowly designed to deal with the personal growth of Black students in white academic settings. Therefore, the focus of the training is more specific than the areas tapped by the POI. This helps explain why the POI may not pick up these specific changes.

Sixthly, the satisfaction with the School Index was designed just for this study. Although it received a limited trial run, it was not subjected to formal test of validity or reliability. Some items were suggested by other measures. Most items were derived from the author's theory and experience. As such, the SSI may not have been sensitive or inclusive enough to pick up differences between results of the experiences of the two groups.

Though the study had the difficulties listed above, student comments in the interviews still suggest that the training and/or counseling are important to the socialization of UBCS to college. In particular, communication, a special focus of the training, reflected the strongest trend in the predicted direction. Students reported that other dimensions such as reduction in test anxiety and success in academic skills were positively affected although these were not measured by the instruments. Subsequent to the training, students from the experimental group have reported success regarding test taking skills and results suggesting that perhaps with a longer training period, there may have been significant results in these areas.

Given the prevalence of racism and other concomitant ills in our society, it is unlikely that a one shot intervention can compensate for the student's previous socialization. The Black experience is not simple, and Black students need more sources of support and institutional practices need to change. Further study is warranted to build upon this training design and the benefits of counseling.

Summary

Results of the statistical tests on data from the POI and SSI were not significant. Interview responses also show both groups as approximately the same in their assessments of their group experience. In the first two areas, communication to faculty and administrators and relating to other students, experimental group students were slightly more positive than control group Ss. This was not true for the third area, self confidence and personal growth. Comments in the interviews are somewhat difficult to interpret, but it does appear that experimental group students more often directly attributed their growth to their training experience than did control group students who received counseling.



## CHAPTER VI

### CONCLUSIONS

"Whenever this issue of compensatory or preferential treatment of the Negro is raised, some of our friends recoil in horror. The Negro should be granted equality, they agree, but he should ask nothing more on the surface; this appears reasonable, but it is not realistic. For it is obvious that if a man is entered at the starting line in a race three hundred years after another man, the second would have to perform some impossible feat in order to catch up with this fellow runner."

M. L. King, Jr.

The obstacles within the urban college community are merely microcosmic of the larger society. If the achievement and status of white students were the same as that of UBCS, major changes would probably be implemented by the institution so that white students could do better. In practice, the goal of Transitional Training is essentially to provide intervention strategies to enhance the services to UBCS.

To begin with, certain characteristics considered basic to the academic environment have been developed differentially by UBCS. These characteristics presented in Chapter 2 address a wide range of critical needs for Black students. While the techniques employed in the training addressed the issues of the Black experiences, the goals are to promote basic values of personal growth and skill development for every student.



The program described in Chapter 4 was an initial attempt to develop a facilitative vehicle for Urban Black College Students who, because of limited socialization to academic processes and activities of white academic communities were experiencing increased difficulty in personal adjustment to college life. The major focus of the training began with the exploration of existing behaviors and the practice of new behaviors by students. These first learning experiences were designed to help students build, and strengthen their potential for dealing with relationships in the college community.

To get a clear perspective of the training process, it is necessary to raise certain basic questions. What were the primary goals of the training? How do they relate to the process of counseling in terms of the concerns and personal experiences of UBES? As implied earlier, the process was designed to satisfy basic social needs to enhance personal development and to enable UBES to succeed in urban academic communities. Transitional Training provided an immediate assessment of selected problems which Black students come with and currently face on a daily basis and offer alternative behavioral strategies.

Need for this type of training is made imperative by the current trend in our society to restrict existing services by limiting classes at the remedial and skill development level, decreasing special counseling staff and foreclosing special programs for Black students. These constrictions in services add to the existing frustration felt by Black college students. Transitional Training can be an alternative

model to consider since major universities are becoming increasingly desensitized to issues involving UBCS. Their response to issues related to specialized services, accountability and increased counselor caseload add to the existing problems of being a Black student in a white academic community. One major outcome has been observed in the decrease in Black student population. Failure to take control of their lives and ineffective personal adjustments are other responses to these phenomena.

The literature clearly supports the argument that Blacks are experientially deprived, as evidenced by the acquisition of symbols which are different for Blacks than the predominant group in American society. This difference results in the lack of mutual feelings, attitudes, ideas and responses between Blacks and white students. Socialization which is basic to the current research depends heavily on attitudes and skills acquired in earlier years. Blacks, because of past history, and continuing oppression of racism are not adequately prepared as they enter traditional white colleges. Nonetheless, they are motivated by the need to survive and grow. Survival is a common experience to which all Blacks are bound and in which they share a mutual investment. Functionally, survival is a narrow strategic attempt to cope with basically unlivable conditions. Rodgers (1963) theorized that man will socialize himself because of a need to affiliate and communicate with others. He further stated that man will find ways of expressing cognitive and aesthetic needs and described this concept as the force for growth.

This force for growth appears to be the emerging theme throughout the student interviews. All students have a need for a stable, positive evaluation of themselves. They also need self-esteem which can be classified into two subsidiary sets. The first is the desire for achievement, adequacy, and competence which brings independence and freedom. The second is the desire for reputation, that is, respect or esteem from others. Satisfaction of the self-esteem need leads to feelings of self-confidence, worth and of being successful and necessary in their communities. The current research offers initial ideas for enhancing the probability of UBCS further developing their self-esteem.

### Strengthening the Training

The training was carefully designed to meet UBCS needs, not the least of which is damage done by previous years of differential experiences of the student's academic socialization, self-image, educational expectation and intellectual self-confidence. In terms of focusing on strengthening the current training, several areas should be reviewed.

The first consideration is the interval of time. If the training is to realize its full potential of being of value to urban Black college students, more time must be given to training so that students can experience successful and sustaining results. Since most Black students enter college with a distinct social and academic disadvantage, it is not likely that they will develop the necessary skills in one semester's practice to effectively compensate for prior

negative experiences and personal needs. Consequently, a longer training period would enable the student to practice and develop skills necessary to deal with the threatening and uncomfortable experiences of Blacks entering college. It is suggested here that training, in order to be effective should include the initial two semesters or entire first year of students entering college. Lengthening each session may also be of help.

Secondly, the use of additional reinforcement in practice as a behavioral management technique will greatly enhance the outcomes of the training. The materials acquired during training provide immediate models for practice and skill development and is therefore a potent source for reinforcing behaviors. The use of journals for homework assignment is also encouraged for the transfer of learning in order to maximize the chances that the acquired behavior will be continued and practiced in real life settings.

Thirdly, the amount of focus on communication could be increased. The ability to communicate is viewed by the researcher as crucial to the successful transition of Black students on urban white campuses. It is through communication that different modes of speech and thought are produced. For the Black student on white campuses, this is an area of conflict between peer (i.e., Black and white student) and faculty (i.e., white faculty, administration-Black student) relationships. The benefits derived from having developed skills in communication have an unquestionable impact on student life. Interview data from current research and Chapter 2 where communication of UBCS is



talked about, supports the need for increased focus in this area.

Fourthly, it is recommended that counselors look to other disciplines with a design to merge the current training with content level courses. More specifically, combine behavior skill development with content such as sociology, ethnic studies, mathematics and psychology. This recommendation requires an expansion of the traditional counseling role from a strictly psychological therapeutic one to a more sociological, change agent, one in dealing with human problems. As change agent, the counselor initiates innovative programs and procedures designed to change the environment of the student, thereby adding an innovative dimension to the counseling process. The procedure of providing greater faculty-student interaction enhances the objective of improvement in self-esteem as well as academic skills. Counselors should work with administration and with other departments if success is to be realized by Black students. Counselors should also probe with a desire to create optimum interest and sensitivity on the part of Black students and create a sustaining atmosphere for the success of Blacks on white urban campuses. This is a relatively untapped source of help for Black students on white campuses. Finally, it could also reinforce counseling services which UBCS fail to utilize effectively.

#### Institutional Change

The lack of strong institutional assistance to provide and support Black students will hamper their achievement and progress in the academic community. College administrators need to understand and



be sensitive to the magnitude of the problems facing the Black students struggling for existence and recognition on urban campuses. Basically, UBCS need an environment in which both their knowledge of another system and their previous life experiences are both acknowledged and accepted and form the foundation on which further learning and achievement is based.

Transitional Training is multicultural in approach and can therefore be adapted to the needs of other groups in society. This research supports the value of providing training to the urban student, many of which are Black. However, the urban population also includes Spanish-speaking, African, Asian and West Indian students who can also receive benefit from the training. These groups include women, older and returning students, disabled students and anyone who can benefit from esteem building, self-understanding, and facilitating behavior that will enhance success in college. These goals are particularly important to the integration of students into the academic system and relate not only to personal goals of the individual, but should also be the goals of the institution.

#### Recommendations for Further Research

Since there has been so little research related to the development of alternative strategies for enhancing the success of Urban Black College Students, further investigation is needed.

Results of the current study are encouraging for the development of socialization programs to enhance UBCS success in college. New research should consider the following points:

Scheduling. The training should be longer as an ongoing process to form a context within which specific concerns become the focus at different times. Training sessions should be extended to two hours each week during the entering semester, or continued at one hour per week for the initial and subsequent semester of the entering student. In addition, it is recommended that the training be uninterrupted and free from outside influences. It is further suggested that research, using this model could be adapted for special summer or pre-semester programs. Traditionally, entering freshmen experience difficulties and problems in the transition from high school to college. This is particularly the experience of Black, and Puerto Rican students on predominantly white urban campuses. Transitional Training may be of maximum benefit by providing a sensitive program in which emphasis is given to other qualifications in addition to scholarship.

Instrumentation. The POI should be replaced because the language is confusing and time consuming and may be too general for the specific kind of skills the training is attempting to cultivate.

Sample size. A larger sample is recommended to enhance the continuity and dynamics of the group. In addition, the sample should reflect more than one campus.

Sample selection. Students from other groups, such as veterans, different ethnic groups and females should be considered for Transitional Training.

Treatment Effects. The current study collected results immediately after the training. Students comments after the completion

of the training would suggest that follow-up data collection would be more sensitive to the impact of the training.

To make this model effective and relevant to UBCS and others who have been socialized differentially from white society, additional and continuous replication and evaluation must be undertaken. One inescapable conclusion is that institutional barriers, racism, as mentioned in chapter 1, influence the failure to provide equal opportunity for learning for Blacks and other students. This condition is manifested by, the lack of meaningful literature and research in the area, tuition increases and changes in admission standards to name only a few. Consequently, Blacks and other minorities are decidedly underrepresented on urban white campuses. Clearly the population is becoming an endangered species. It is the hope of this researcher that the findings reported here will assist other counselors and researchers in their efforts to conduct further investigations into the short-term and long-term effects of their courses and programs for the support of Urban Black College Students.

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## A P P E N D I C E S

## APPENDIX A

Dear Colleague:

I am currently involved in a process of developing an instrument to measure the effectiveness of a training program which is designed to enhance the survival skills of Urban Black College Students.

You will agree that the problems and factors which contribute to the failure of Black College Students are multiplex in nature and manifest themselves in a range of behavior characterized by feeling of inadequacy to frustration.

Briefly, the training program in process is designed to teach Black Students new skills and motivation to practice these skills as frequently as possible in real life settings. Students are taught to master an increasingly complex series of personal and interpersonal life tasks from involving peer relationships, dealing with fear, expressing anger/affection, understanding the feelings of others to dealing with stress; i.e., embarrassment, responding to failure. Planning skills, goal setting, decision making and skill at dealing with group pressure and authority figures.

My general premise is that, as a result of the training, the student will experience clarity in role prescription and an increased ability to communicate both verbally and non-verbally in interpersonal relationships, and to gain confidence as a student and to experience greater satisfaction with school.

You can be of tremendous help in my attempts to develop an appropriate instrument to measure the effects of the training.

The SSI (see attached) is designed to measure students' satisfaction with school by observing: (1) confidence as a student and (2) communication with peers, teachers and other college personnel. The instrument has two sub-scales; confidence, Hemokeyeli (Hi) and Communication, WIENO (WO), each consisting of ten items.

I need your expert opinion in determining if these items are appropriate and relate to the designated sub-scale. Feel free to submit comments regarding those items which you wish to respond.

Thank you for your assistance.

Sincerely,

Joe Jackson

## APPENDIX B

INFORMED CONSENT OF SUBJECT FORM

Dear \_\_\_\_\_

Transitional Training is an exploration of existing behaviors and the teaching of new behaviors to students. Some of the procedures will be no different from those found in other Freshman Orientation (ACS001) classes, but some will be. The basic difference in this course is that all students enrolled in this special section will be PART OF A RESEARCH STUDY. It should be further understood that students enrolled in this special section will maintain freedom to withdraw and discontinue participation, without fear of being penalized or losing credit for the course.

The purpose of this class is to see if the Transitional Training Model will help the student experience self-confidence in the academic community, satisfaction with school and effectiveness of interaction with teachers and peers.

1. Exploration of self and the practice of difference individual behaviors used in acquiring specific goals.
2. An analysis of behavioral skills and social issues which relate to the academic community.
3. Assertive skill development: A Black Perspective.

Students enrolled in this special section of Freshmen Orientation will be taught useful skills for dealing with people, dealing with feelings, dealing with anger, handling stressful situations more effectively, setting goals and generally feeling more comfortable in different situations.

The counselor will answer any questions that you may have about any part of the training program; about other Freshmen Orientation sections; or about withdrawing your consent at any time.

\_\_\_\_\_  
Student's Name\_\_\_\_\_  
Social Security #\_\_\_\_\_  
Date\_\_\_\_\_  
Course # & Section\_\_\_\_\_  
Researcher



## APPENDIX C

Homework Assignment #1

Beginning Socializing Exercises. The following exercises are designed to help you practice skills with which you have had previous difficulties. Select three (3) situations and complete section "A" of Homework Report, Session #2. You are encouraged to complete the remaining six (6) situations within two weeks and keep appropriate notes.

1. Introduce yourself to a new student in the bookstore, cafeteria, or in a class.
2. Invite someone who is going your way to walk with you.
3. Find out the name of someone (opposite sex) in your class or from general student population. Call him or her on the phone and ask about the latest issues at school or class assignment.
4. Stand in a line at the cafeteria or any office. Strike up a conversation about the line with whoever is near.
5. Sit down beside a person who looks interesting (class, library or lounge). Make some sort of opening commentary.
6. Ask three persons for directions. Shift at least one of them into a general conversation for a brief minute or two.
7. Notice someone who needs help (in your class or student on campus) and offer to help them.
8. The next time you have a problem, find someone on campus who is not close to you, and ask his or her advice.
9. Invite someone to have lunch with, someone you have not eaten with before.



APPENDIX D  
HOMEWORK REPORT  
Session #2

A. Fill in during class.

1. What skill will you use?
2. What are the steps for the skill?
3. Where will you try the skill?
4. With whom will you try the skill?
5. When will you try the skill?
6. Will you reward yourself if you do well?

B. Fill in after doing Homework.

1. What happened when you did the homework?
2. What steps did you really take?
3. How do you rate yourself using the skill? (circle one) -  
Excellent   Good   Fair   Poor
4. If you use the skill again, what would you change? Why?
5. How did you reward yourself?

(Goldstein, A., Sprafkin, R., Gershaw, N., and Klein, P.,  
1980, p. 46)

## APPENDIX E

## THE ASSERTIVE INVENTORY

- |  |     |    |          |
|--|-----|----|----------|
| 1. I would hesitate to write a complaining letter to a business or company.  | yes | no | not sure |
| 2. At times, I want to say things I don't mean.  | yes | no | not sure |
| 3. I hesitate to take things back to the store.  | yes | no | not sure |
| 4. I get convinced to do things that I don't want to do .  | yes | no | not sure |
| 5. I would find it hard to tell someone near me to stop smoking.   | yes | no | not sure |
| 6. It is difficult for me to ask my friends for help.  | yes | no | not sure |
| 7. I spend a lot of time avoiding conflicts.   | yes | no | not sure |
| 8. I find it difficult to openly express love and affection.   | yes | no | not sure |
| 9. I find it hard to tell people no.   | yes | no | not sure |
| 10. I frequently have opinions that I don't express.   | yes | no | not sure |
| 11. I find it hard to disagree with people close to me.  | yes | no | not sure |
| 12. I hesitate to speak up in a group discussion or argument.  | yes | no | not sure |
| 13. When I plan to be busy, people can keep me from doing things.  | yes | no | not sure |
| 14. I usually would rather go along with someone I don't really know rather than to have a disagreement or argument. | yes | no | not sure |
| 15. I usually have to get angry before I say what I want to say.   | yes | no | not sure |
| 16. I have a lot of concern about expressing myself and hurting someone's feelings.                                  | yes | no | not sure |

## APPENDIX E

## THE ASSERTIVE INVENTORY

Page 2 (Cont'd.)

- |     |   |     |    |          |
|-----|---|-----|----|----------|
| 17. | I have been taught it is not right to raise<br>your voice or risk hurting someone's feelings. | yes | no | not sure |
| 18. | I consider it wise to avoid arguments.  | yes | no | not sure |
| 19. | I believe that people should keep their<br>angry feelings to themselves.                      | yes | no | not sure |
| 20. | Being liked is very important to me.  | yes | no | not sure |

(Cheek, Donald. 1975, p. 75)

## APPENDIX F

Satisfaction with School Index (SSI) Self-Report Questionnaire

The following is designed to provide information about the way in which you do things as a student and about how satisfied you are with school. Please answer all of the questions by the code given below from 1 to 4. Do not deliberate over any individual question. Please work quickly.

Very Satisfied	Satisfied	Moderately Satisfied	Unsatisfied
<u>/1/</u>	<u>/2/</u>	<u>/3/</u>	<u>/4/</u>

(HI)

How satisfied are you with your ability to do the following:

- ☐ A. Volunteering ideas or information about class?
- ☐ B. Producing to the limit of your intellectual and creative capacities?
- ☐ C. Ability to take adequate notes?
- ☐ D. Ability to do what the teacher requires?
- ☐ E. Choice of major?
- ☐ F. Asking others to do their fair share of work (class assignments)?
- ☐ G. Converse with teachers and peers and feeling good re self and personal involvement. (A sense of pride, achievement and fulfillment)
- ☐ H. Introducing yourself to a student whom you have never met?
- ☐ I. Introducing yourself to an instructor with whom you have never met?
- ☐ J. Rejecting unreasonable request from a classmate?

Very Effective	Somewhat Effective	Not Effective	Make things worse
<u>/1/</u>	<u>/2/</u>	<u>/3/</u>	<u>/4/</u>

(WO)

How effective do you feel you are doing at the following:

- ☐ K. Asking instructors questions outside (before/after) class?
- ☐ L. Asking instructors questions in class?
- ☐ M. Relating to other Black/Hispanic classmates?
- ☐ N. Giving teachers feedback about your reactions, ideas of feelings from class?
- ☐ O. Relating to a white classmate?
- ☐ P. Asking college administration (financial aide and registrars) questions?
- ☐ Q. Asking a friend (student) to spend non-classtime with you (partying, studying, etc.)?
- ☐ R. Speaking to an attractive student of the opposite sex?

## APPENDIX G

## Satisfaction with School Index (SSI) Self-Report Questionnaire

The following is designed to provide information about the way in which you do things as a student and about how satisfied you are with school. Please answer the questions by the code given below from 1 to 5. Do not deliberate over any individual question. Please work quickly.

Very Dissatisfied/Dissatisfied/Moderately Satisfied/Satisfied/Very satisfied	1/	2/	3/	4/	5/
--	----	----	----	----	----

How satisfied are you with the following:

- (HI) Confidence
- \_\_\_ A. Giving ideas or information about class?
  - \_\_\_ B. Producing to the limit of your intellectual capacities?
  - \_\_\_ C. Ability to take adequate notes?
  - \_\_\_ D. Ability to do what teacher requires?
  - \_\_\_ E. Choice of major?
  - \_\_\_ F. Asking others to do their fair share of work (class assignments)?
  - \_\_\_ G. Conversation with teachers and peers and feeling good re self and personal involvement. A sense of pride, achievement and fulfillment.
  - \_\_\_ H. Introducing yourself to a student whom you have never met?
  - \_\_\_ I. Introducing yourself to an instructor with whom you have never met?
  - \_\_\_ J. Rejecting request from a classmate?

Poorest	Below Average	Average	Above Average	Excellent
<u>1/</u>	<u>2/</u>	<u>3/</u>	<u>4/</u>	<u>5/</u>

How effective do you feel you are at doing:

- (WO) Communication
- \_\_\_ K. Asking instructors questions outside (before/after) class?
  - \_\_\_ L. Asking instructors questions in class?
  - \_\_\_ M. relating to other Black/Hispanic classmates?
  - \_\_\_ N. Giving teachers feedback about your reactions, ideas of feelings from class?
  - \_\_\_ O. Relating to a white classmate?
  - \_\_\_ P. Asking college administration (financial aide and registrars) questions?
  - \_\_\_ Q. Asking a friend (student) to spend non-classtime with you (partying/studying, etc.)?
  - \_\_\_ R. Speaking to an attractive student of the opposite sex?
  - \_\_\_ S. Giving oral reports or making speeches in class?
  - \_\_\_ T. Communicating with teachers and peers about your sense of personal achievement for being a student?



## APPENDIX H

TRANSITIONAL TRAINING EXIT QUESTIONNAIRE

This questionnaire is designed to help evaluate the outcome of the ACS001 sessions. Your responses will make a difference in future sessions.

Please use the scale below to document the extent to which the sessions made a difference in the three areas of school life listed below:

## SCALE

- |                    |                                 |
|--------------------|---------------------------------|
| 0 - not applicable | 3 - some improvement            |
| 1 - interferred    | 4 - a great deal of improvement |
| 2 - no difference  |                                 |

I - RATING Areas of school life

- \_\_\_\_\_ 1) communication with faculty and Administrators  
Please explain your rating as best you can:

---



---



---

- \_\_\_\_\_ 2) relating to other students  
Please explain your rating as best you can:

---



---



---

- \_\_\_\_\_ 3) self confidence and personal growth  
Please explain your rating as best you can:

---



---



---

- II What parts of the session were most helpful to you in making an improvement in the three areas above? (Please comment and explain).

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## APPENDIX I

## Control group response to Question 2

Relating with other students

I am the same friendly person I always was before I came to college.

I don't associate with students in the class.

The reason there is no difference is that I have always been able to get along with people, no matter who they are.

At first it was hard, but as the semester progressed, it got better.

I had no problem dealing with other students. I really had no problem at all in this situation.

I gave this rating a 3 because I have improved in my relationship with my fellow students.

This was always my strong point. I enjoy getting to know people and finding out the things we have in common and comparing differences.

It is always easy for me to relate with other students.

I have no trouble relating to other students.

I never really had a problem relating with other students. I feel I should help those who need help in any study area that I'm good in.

Most of the students are very friendly so far.

I have learned about the clubs that the students have at Lehman.

I get along with almost everyone on campus.

## APPENDIX J

# POI

## PERSONAL ORIENTATION INVENTORY

EVERETT L. SHOSTROM, Ph.D.

### DIRECTIONS

This inventory consists of pairs of numbered statements. Read each statement and decide which of the two paired statements most consistently applies to you.

You are to mark your answers on the answer sheet you have. Look at the example of the answer sheet shown at the right. If the first statement of the pair is TRUE or MOSTLY TRUE as applied to you, blacken between the lines in the column headed "a". (See Example Item 1 at right.) If the second statement of the pair is TRUE or MOSTLY TRUE as applied to you, blacken between the lines in the column headed "b". (See Example Item 2 at right.) If neither statement applies to you, or if they refer to something you don't know about, make no answer on the answer sheet. Remember to give YOUR OWN opinion of yourself and do not leave any blank spaces if you can avoid it.

Location of Answer Columns Community Marked	
a	b
1. <input checked="" type="checkbox"/>	<input type="checkbox"/>
2. <input type="checkbox"/>	<input checked="" type="checkbox"/>

In marking your answers on the answer sheet, be sure that the number of the statement agrees with the number on the answer sheet. Make your marks heavy and black. Erase completely any answer you wish to change. Do not make any marks in this booklet.

Remember, try to make some answer to every statement.

Before you begin the inventory, be sure you put your name, your sex, your age, and the other information called for in the space provided on the answer sheet.

NOW OPEN THE BOOKLET AND START WITH QUESTION 1.



PUBLISHED BY EDITS  
SAN DIEGO, CALIFORNIA 92107

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1. a. I am bound by the principle of fairness.  
b. I am not absolutely bound by the principle of fairness.
2. a. When a friend does me a favor, I feel that I must return it.  
b. When a friend does me a favor, I do not feel that I must return it.
3. a. I feel I must always tell the truth.  
b. I do not always tell the truth.
4. a. No matter how hard I try, my feelings are often hurt.  
b. If I manage the situation right, I can avoid being hurt.
5. a. I feel that I must strive for perfection in everything that I undertake.  
b. I do not feel that I must strive for perfection in everything that I undertake.
6. a. I often make my decisions spontaneously.  
b. I seldom make my decisions spontaneously.
7. a. I am afraid to be myself.  
b. I am not afraid to be myself.
8. a. I feel obligated when a stranger does me a favor.  
b. I do not feel obligated when a stranger does me a favor.
9. a. I feel that I have a right to expect others to do what I want of them.  
b. I do not feel that I have a right to expect others to do what I want of them.
10. a. I live by values which are in agreement with others.  
b. I live by values which are primarily based on my own feelings.
11. a. I am concerned with self-improvement at all times.  
b. I am not concerned with self-improvement at all times.
12. a. I feel guilty when I am selfish.  
b. I don't feel guilty when I am selfish.
13. a. I have no objection to getting angry.  
b. Anger is something I try to avoid.
14. a. For me, anything is possible if I believe in myself.  
b. I have a lot of natural limitations even though I believe in myself.
15. a. I put others' interests before my own.  
b. I do not put others' interests before my own.
16. a. I sometimes feel embarrassed by compliments.  
b. I am not embarrassed by compliments.
17. a. I believe it is important to accept others as they are.  
b. I believe it is important to understand why others are as they are.
18. a. I can put off until tomorrow what I ought to do today.  
b. I don't put off until tomorrow what I ought to do today.
19. a. I can give without requiring the other person to appreciate what I give.  
b. I have a right to expect the other person to appreciate what I give.
20. a. My moral values are dictated by society.  
b. My moral values are self-determined.
21. a. I do what others expect of me.  
b. I feel free to not do what others expect of me.
22. a. I accept my weaknesses.  
b. I don't accept my weaknesses.
23. a. In order to grow emotionally, it is necessary to know why I act as I do.  
b. In order to grow emotionally, it is not necessary to know why I act as I do.
24. a. Sometimes I am cross when I am not feeling well.  
b. I am hardly ever cross.

GO ON TO THE NEXT PAGE

25. a. It is necessary that others approve of what I do.  
b. It is not always necessary that others approve of what I do.
26. a. I am afraid of making mistakes.  
b. I am not afraid of making mistakes.
27. a. I trust the decisions I make spontaneously.  
b. I do not trust the decisions I make spontaneously.
28. a. My feelings of self-worth depend on how much I accomplish.  
b. My feelings of self-worth do not depend on how much I accomplish.
29. a. I fear failure.  
b. I don't fear failure.
30. a. My moral values are determined, for the most part, by the thoughts, feelings and decisions of others.  
b. My moral values are not determined, for the most part, by the thoughts, feelings and decisions of others.
31. a. It is possible to live life in terms of what I want to do.  
b. It is not possible to live life in terms of what I want to do.
32. a. I can cope with the ups and downs of life.  
b. I cannot cope with the ups and downs of life.
33. a. I believe in saying what I feel in dealing with others.  
b. I do not believe in saying what I feel in dealing with others.
34. a. Children should realize that they do not have the same rights and privileges as adults.  
b. It is not important to make an issue of rights and privileges.
35. a. I can "stick my neck out" in my relations with others.  
b. I avoid "sticking my neck out" in my relations with others.
36. a. I believe the pursuit of self-interest is opposed to interest in others.  
b. I believe the pursuit of self-interest is not opposed to interest in others.
37. a. I find that I have rejected many of the moral values I was taught.  
b. I have not rejected any of the moral values I was taught.
38. a. I live in terms of my wants, likes, dislikes and values.  
b. I do not live in terms of my wants, likes, dislikes and values.
39. a. I trust my ability to size up a situation.  
b. I do not trust my ability to size up a situation.
40. a. I believe I have an innate capacity to cope with life.  
b. I do not believe I have an innate capacity to cope with life.
41. a. I must justify my actions in the pursuit of my own interests.  
b. I need not justify my actions in the pursuit of my own interests.
42. a. I am bothered by fears of being inadequate.  
b. I am not bothered by fears of being inadequate.
43. a. I believe that man is essentially good and can be trusted.  
b. I believe that man is essentially evil and cannot be trusted.
44. a. I live by the rules and standards of society.  
b. I do not always need to live by the rules and standards of society.
45. a. I am bound by my duties and obligations to others.  
b. I am not bound by my duties and obligations to others.
46. a. Reasons are needed to justify my feelings.  
b. Reasons are not needed to justify my feelings.

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47. a. There are times when just being silent is the best way I can express my feelings.  
b. I find it difficult to express my feelings by just being silent.
48. a. I often feel it necessary to defend my past actions.  
b. I do not feel it necessary to defend my past actions.
49. a. I like everyone I know.  
b. I do not like everyone I know.
50. a. Criticism threatens my self-esteem.  
b. Criticism does not threaten my self-esteem.
51. a. I believe that knowledge of what is right makes people act right.  
b. I do not believe that knowledge of what is right necessarily makes people act right.
52. a. I am afraid to be angry at those I love.  
b. I feel free to be angry at those I love.
53. a. My basic responsibility is to be aware of my own needs.  
b. My basic responsibility is to be aware of others' needs.
54. a. Impressing others is most important.  
b. Expressing myself is most important.
55. a. To feel right, I need always to please others.  
b. I can feel right without always having to please others.
56. a. I will risk a friendship in order to say or do what I believe is right.  
b. I will not risk a friendship just to say or do what is right.
57. a. I feel bound to keep the promises I make.  
b. I do not always feel bound to keep the promises I make.
58. a. I must avoid sorrow at all costs.  
b. It is not necessary for me to avoid sorrow.
59. a. I strive always to predict what will happen in the future.  
b. I do not feel it necessary always to predict what will happen in the future.
60. a. It is important that others accept my point of view.  
b. It is not necessary for others to accept my point of view.
61. a. I only feel free to express warm feelings to my friends.  
b. I feel free to express both warm and hostile feelings to my friends.
62. a. There are many times when it is more important to express feelings than to carefully evaluate the situation.  
b. There are very few times when it is more important to express feelings than to carefully evaluate the situation.
63. a. I welcome criticism as an opportunity for growth.  
b. I do not welcome criticism as an opportunity for growth.
64. a. Appearances are all-important.  
b. Appearances are not terribly important.
65. a. I hardly ever gossip.  
b. I gossip a little at times.
66. a. I feel free to reveal my weaknesses among friends.  
b. I do not feel free to reveal my weaknesses among friends.
67. a. I should always assume responsibility for other people's feelings.  
b. I need not always assume responsibility for other people's feelings.
68. a. I feel free to be myself and bear the consequences.  
b. I do not feel free to be myself and bear the consequences.

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69. a. I already know all I need to know about my feelings.  
b. As life goes on, I continue to know more and more about my feelings.
70. a. I hesitate to show my weaknesses among strangers.  
b. I do not hesitate to show my weaknesses among strangers.
71. a. I will continue to grow only by setting my sights on a high-level, socially approved goal.  
b. I will continue to grow best by being myself.
72. a. I accept inconsistencies within myself.  
b. I cannot accept inconsistencies within myself.
73. a. Man is naturally cooperative.  
b. Man is naturally antagonistic.
74. a. I don't mind laughing at a dirty joke.  
b. I hardly ever laugh at a dirty joke.
75. a. Happiness is a by-product in human relationships.  
b. Happiness is an end in human relationships.
76. a. I only feel free to show friendly feelings to strangers.  
b. I feel free to show both friendly and unfriendly feelings to strangers.
77. a. I try to be sincere but I sometimes fail.  
b. I try to be sincere and I am sincere.
78. a. Self-interest is natural.  
b. Self-interest is unnatural.
79. a. A neutral party can measure a happy relationship by observation.  
b. A neutral party cannot measure a happy relationship by observation.
80. a. For me, work and play are the same.  
b. For me, work and play are opposites.
81. a. Two people will get along best if each concentrates on pleasing the other.  
b. Two people can get along best if each person feels free to express himself.
82. a. I have feelings of resentment about things that are past.  
b. I do not have feelings of resentment about things that are past.
83. a. I like only masculine men and feminine women.  
b. I like men and women who show masculinity as well as femininity.
84. a. I actively attempt to avoid embarrassment whenever I can.  
b. I do not actively attempt to avoid embarrassment.
85. a. I blame my parents for a lot of my troubles.  
b. I do not blame my parents for my troubles.
86. a. I feel that a person should be silly only at the right time and place.  
b. I can be silly when I feel like it.
87. a. People should always repent their wrongdoings.  
b. People need not always repent their wrongdoings.
88. a. I worry about the future.  
b. I do not worry about the future.
89. a. Kindness and ruthlessness must be opposites.  
b. Kindness and ruthlessness need not be opposites.
90. a. I prefer to save good things for future use.  
b. I prefer to use good things now.
91. a. People should always control their anger.  
b. People should express honestly-felt anger.

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92. a. The truly spiritual man is sometimes sensual.  
b. The truly spiritual man is never sensual.
93. a. I am able to express my feelings even when they sometimes result in undesirable consequences.  
b. I am unable to express my feelings if they are likely to result in undesirable consequences.
94. a. I am often ashamed of some of the emotions that I feel bubbling up within me.  
b. I do not feel ashamed of my emotions.
95. a. I have had mysterious or ecstatic experiences.  
b. I have never had mysterious or ecstatic experiences.
96. a. I am orthodoxly religious.  
b. I am not orthodoxly religious.
97. a. I am completely free of guilt.  
b. I am not free of guilt.
98. a. I have a problem in fusing sex and love.  
b. I have no problem in fusing sex and love.
99. a. I enjoy detachment and privacy.  
b. I do not enjoy detachment and privacy.
100. a. I feel dedicated to my work.  
b. I do not feel dedicated to my work.
101. a. I can express affection regardless of whether it is returned.  
b. I cannot express affection unless I am sure it will be returned.
102. a. Living for the future is as important as living for the moment.  
b. Only living for the moment is important.
103. a. It is better to be yourself.  
b. It is better to be popular.
104. a. Wishing and imagining can be bad.  
b. Wishing and imagining are always good.
105. a. I spend more time preparing to live.  
b. I spend more time actually living.
106. a. I am loved because I give love.  
b. I am loved because I am lovable.
107. a. When I really love myself, everybody will love me.  
b. When I really love myself, there will still be those who won't love me.
108. a. I can let other people control me.  
b. I can let other people control me if I am sure they will not continue to control me.
109. a. As they are, people sometimes annoy me.  
b. As they are, people do not annoy me.
110. a. Living for the future gives my life its primary meaning.  
b. Only when living for the future ties into living for the present does my life have meaning.
111. a. I follow diligently the motto, "Don't waste your time."  
b. I do not feel bound by the motto, "Don't waste your time."
112. a. What I have been in the past dictates the kind of person I will be.  
b. What I have been in the past does not necessarily dictate the kind of person I will be.
113. a. It is important to me now I live in the here and now.  
b. It is of little importance to me how I live in the here and now.
114. a. I have had an experience where life seemed just perfect.  
b. I have never had an experience where life seemed just perfect.
115. a. Evil is the result of frustration in trying to be good.  
b. Evil is an intrinsic part of human nature which fights good.

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116. a. A person can completely change his essential nature.  
b. A person can never change his essential nature.
117. a. I am afraid to be tender.  
b. I am not afraid to be tender.
118. a. I am assertive and affirming.  
b. I am not assertive and affirming.
119. a. Women should be trusting and yielding.  
b. Women should not be trusting and yielding.
120. a. I see myself as others see me.  
b. I do not see myself as others see me.
121. a. It is a good idea to think about your greatest potential.  
b. A person who thinks about his greatest potential gets conceited.
122. a. Men should be assertive and affirming.  
b. Men should not be assertive and affirming.
123. a. I am able to risk being myself.  
b. I am not able to risk being myself.
124. a. I feel the need to be doing something significant all of the time.  
b. I do not feel the need to be doing something significant all of the time.
125. a. I suffer from memories.  
b. I do not suffer from memories.
126. a. Men and women must be both yielding and assertive.  
b. Men and women must not be both yielding and assertive.
127. a. I like to participate actively in intense discussions.  
b. I do not like to participate actively in intense discussions.
128. a. I am self-sufficient.  
b. I am not self-sufficient.
129. a. I like to withdraw from others for extended periods of time.  
b. I do not like to withdraw from others for extended periods of time.
130. a. I always play fair.  
b. Sometimes I cheat a little.
131. a. Sometimes I feel so angry I want to destroy or hurt others.  
b. I never feel so angry that I want to destroy or hurt others.
132. a. I feel certain and secure in my relationships with others.  
b. I feel uncertain and insecure in my relationships with others.
133. a. I like to withdraw temporarily from others.  
b. I do not like to withdraw temporarily from others.
134. a. I can accept my mistakes.  
b. I cannot accept my mistakes.
135. a. I find some people who are stupid and uninteresting.  
b. I never find any people who are stupid and uninteresting.
136. a. I regret my past.  
b. I do not regret my past.
137. a. Being myself is helpful to others.  
b. Just being myself is not helpful to others.
138. a. I have had moments of intense happiness when I felt like I was experiencing a kind of ecstasy or bliss.  
b. I have not had moments of intense happiness when I felt like I was experiencing a kind of bliss.

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139. a. People have an instinct for evil.  
b. People do not have an instinct for evil.
140. a. For me, the future usually seems hopeful.  
b. For me, the future often seems hopeless.
141. a. People are both good and evil.  
b. People are not both good and evil.
142. a. My past is a stepping stone for the future.  
b. My past is a handicap to my future.
143. a. "Killing time" is a problem for me.  
b. "Killing time" is not a problem for me.
144. a. For me, past, present and future is in meaningful continuity.  
b. For me, the present is an island, unrelated to the past and future.
145. a. My hope for the future depends on having friends.  
b. My hope for the future does not depend on having friends.
146. a. I can like people without having to approve of them.  
b. I cannot like people unless I also approve of them.
147. a. People are basically good.  
b. People are not basically good.
148. a. Honesty is always the best policy.  
b. There are times when honesty is not the best policy.
149. a. I can feel comfortable with less than a perfect performance.  
b. I feel uncomfortable with anything less than a perfect performance.
150. a. I can overcome any obstacles as long as I believe in myself.  
b. I cannot overcome every obstacle even if I believe in myself.





